SAFETY E

Two Sections · Section One

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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S A F E T Y

Education

Volume XXX
No. 9
Section One

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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Holiday from FIRE!

WHATEVER your summer plans are, whether you're going to open up the family cottage . . . going away to a hotel or resort . . . or just planning weekend outings with the family, you don't want to have your fun spoiled by fire.

But fire does ruin thousands of vacations every summer. The National Board of Fire Underwriters reports that fire is very likely to break out when people are most carefree and least prepared for an emergency. At least 90 per cent of all fires are the result of carelessness or negligence.

A family of five was killed in a fire in their trailer last Spring when they put off having their oil burner repaired. The burner hadn't been working properly, neighbors recalled after the fire, but the family let it go day after day. It finally started a fire that ripped through their little home, killing the husband, wife and three children before firemen could reach the trailer camp.

Another careless act was believed responsible for a $250,000 fire in a Massachusetts resort last year when a pile of rubbish was burned in a backyard. It was a hot day, a 100-degree scorcher, but the wind was whipping up whitecaps in the ocean. Just the wrong kind of day for a rubbish fire. The wind swept the flames along the waterfront block, burning down two three-story hotels, four lodging houses and six summer cottages.

What fire experts suggest is not to become so alarmed about the possibility of fire that all the joy is taken out of your holiday, but take what precautions are needed, and be careful with fire.

Be careful with lighted cigarettes and matches when walking in the woods. Be sure they are "dead" before throwing them away.

If you're opening up a summer cottage or plan to rent one, give it a good inspection to discover any repairs that need to be made before the family settles in for the season.

Be sure the heating system is in good working order. It hasn't been in use all winter and may have deteriorated. If it needs cleaning, have it done.

Check the refrigerator and any electric appliances so they won't give you trouble later. A faulty burner in a refrigerator recently caused the death of a honeymooning couple in a New Jersey resort. The couple had left all windows closed during the night. This closeness combined with the bad burner exhausted the oxygen in the small cottage. The couple was found dead a few days later.

In your dwelling see that fire equipment is handy: a garden hose, water pails or fire extinguishers. Learn how to call the nearest volunteer fire department. See that the rest of the family knows how, too.

There should be enough ashtrays around. The commonest cause of fire is carelessness with matches and cigarettes. A good rule to establish is no smoking in bed!

In your own cottage you can take every precaution against fire. However, if you go away to a hotel or resort, what can you do? Many resorts are flimsily built, so it's plain common sense to see what fire exit facilities there are on your floor. Every year deaths

A water-soaked cloth along the bottom of door to your room will help keep smoke from coming in.

Prepared by the National Board of Fire Underwriters, New York, N. Y.

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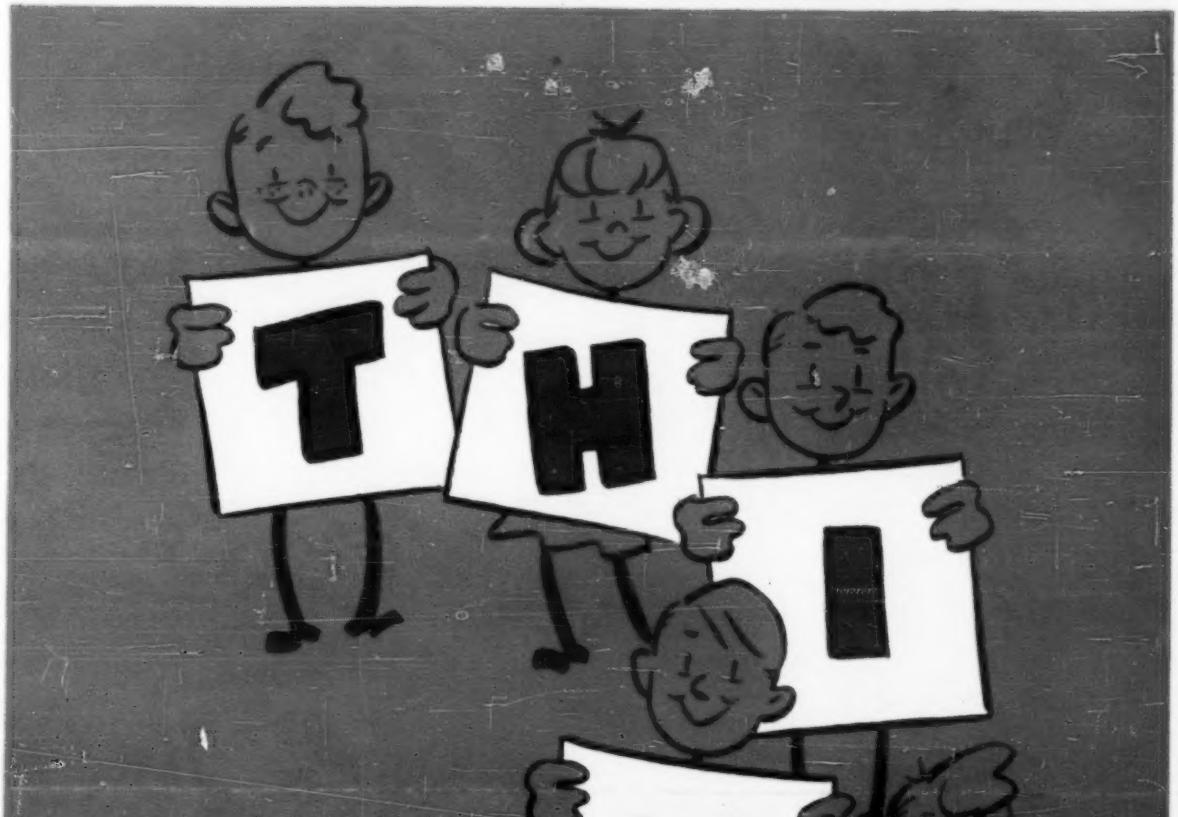

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NATIONAL SAFETY COUNCIL CHICAGO, • PRINTED IN U.S.A.

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of scores of panic-stricken guests are reported. These casualties are usually persons who don't know how to get out of a burning hotel. Some victims rush into smoke-filled halls where one breath of the poisonous fumes can kill faster than the flames can burn.

Look for Fire Escapes

When you settle in your room at a hotel, be sure you look over the instructions posted for your safety. Most resorts have taken safety measures, so it's up to you, say the fire experts, to learn what they are.

In the most disastrous hotel fire in recent years, the 1946 burning of the Winecoff hotel in Atlanta, Ga., a large number of the 121 fear-crazed guests who died either jumped to their deaths from the 15-story building or died of poisonous fumes while trying to find their way out of smoke-filled corridors.

One couple—an army officer and his wife—saved themselves by remembering safety instructions. Caught in their room when the fire broke out, the wife became momentarily hysterical. Her husband shook her until she became calm, then firmly gave her instructions. She was to run the water full force in the bathtub while he ripped a mattress off the bed. Together they soaked the mattress, then propped it sopping wet against the door with a dresser and a chair. Then they soaked the carpet and put it over their heads. Opening the window slightly, they sat next to it until firemen got to them four hours later.

Three Simple Rules

There are just three simple rules to remember when in a strange hotel:

1. Check the fire exit or safety facilities on your floor. In other words, look for the quickest way out.
2. In case of fire, remain calm. If the door of your room feels hot, stay inside near a slightly open window until firemen arrive.
3. Never smoke in bed!

In the most disastrous hotel fire in recent years, the burning of the Winecoff hotel in Atlanta, Ga., a large number of the 121 fear-crazed guests who died either jumped to their deaths or died of the poisonous fumes from the fire.

NEW INVESTMENT IN SAFETY

by JAMES J. GRIFFIN and MATTHEW C. SIELSKI

SIXTY-FIVE hundred seniors—this is the latest investment of the Chicago public schools in the field of traffic safety. Sixty-five hundred this year, 20,000 next year and 20,000 each year thereafter will be invested in combating the traffic problem. This is a large investment, but it is an investment which will earn equally large dividends, for the 6,500 seniors this year, the 20,000 next year and each year thereafter will have graduated as better prepared, better trained automobile drivers.

The instrument which will accomplish this latest investment is a "Driver Testing Clinic" recently inaugurated under the joint sponsorship of the Chicago Public School system and the Chicago Motor club. Believed to be the first such comprehensive program of its kind in the country, the clinic will test the physical driving capacities of every senior in the Chicago Public School system.

During the first semester of its inception, 6,500 students were analyzed for their physical capacities and limitations in driving. According to present plans the tests will be given to the entire senior class, approximately 20,000 teen-age students, during the next school year and each year thereafter.

The clinic itself is nothing new. Work in the field of driver testing has been conducted for several years by college, bus, truck and taxi operators. But in its present form it is an important step forward because its dual purpose is a shift in the tactics of educating the teenager in the complexity of driving. Basically it informs each student of his own capabilities for safe driving and thus makes him aware of the fact that there is more to driving than getting behind the steering wheel.

MR. GRIFFIN is co-ordinator of safety, Chicago Board of Education, Chicago, Ill.; and MR. SIELSKI is director of safety and traffic, engineering department, Chicago Motor Club.

Even more important, however, is the clinic's use as a laboratory; a place where statistics, formulae and theory become reality. It is here that the student can begin to appreciate the true, complex nature of driving and its associated problems. Thus, the clinic becomes a sugar-coated propaganda pill which stimulates the student's interest for further study of traffic safety.

Challenge

To effectively and thoroughly test 20,000 students, however, presented a challenge of organization. Such problems as inserting the program into the curriculum without materially disturbing the class schedules, obtaining sufficient personnel to administer the tests and

The field of vision test measures the ability of the eye to perceive motion from the side while focusing attention on an object which is straight ahead.

keeping the testing clinic flexible enough to meet conditions prevalent at any one school had to be surmounted. As a result the following organizational program was evolved.

A schedule of schools is made up by the Co-ordinator of Safety of the Chicago Public Schools for a semester in advance. The testing clinic and its necessary requirements are explained to the school principals so that their individual testing clinic schedules may be prepared and given to the Chicago Motor Club Educational Consultant well in advance of his arrival at the school.

The over-all schedule takes into consideration two important points: first, that each school utilize the clinic, in so far as possible, in conjunction with the two-week traffic safety course taught in the senior year; second, that the schedule allow sufficient travelling time for the clinic to be transported from one school to the other.

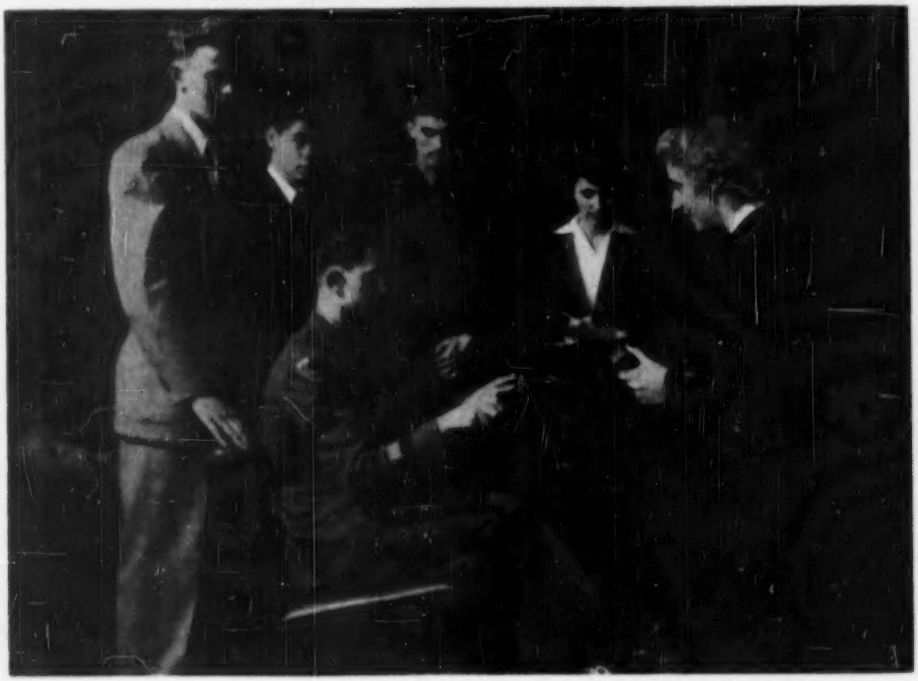
The schedule for each school, while it varies somewhat to fit the situation at each school, follows a general pattern. After the arrival of the clinic at the school, one hour is devoted to setting up the equipment so that the tests and the results will be standardized. The second hour is used by the educational consultant to train 10 high school students, chosen by the principal, to administer the tests to their classmates. The tests and the proper methods of administration are explained to the student administrators so that once again the results of the tests will be standardized and valid.

Class Period

A third hour or class period is used by the consultant to speak to the entire senior student body during which he explains the nature, purpose and value of the tests. The testing program is then ready to proceed.

The students to be tested are taken by classes during civics period so that the school schedule is not disrupted. During the time of a class period, approximately 30 to 35 students can be tested. Depending on the school enrollment, the entire senior class can be tested in two to four days. At the conclusion of each student's tests his grades are marked in a pamphlet which further explains the tests and the relation to the field of driving and traffic safety. Each student, then, has an individual analysis of his scores with the educational consultant. Further discussion of

The brake reaction test measures thinking time in stopping.



the program takes place in the classroom following the testing program.

Two criterions were used in selecting the clinic's battery of tests. First to be considered was the importance of each test in analyzing the student's over-all physical driving capacity. Second, it was necessary to utilize those tests which could be easily operated and rapidly administered to the many students being examined. As a result, six devices are now being used to measure visual acuity, brake reaction time, distance judgment, field of vision, color vision and hand-eye-ear co-ordination.

Results of these tests will reveal any psychophysical limitations and the student's capacity for driving. They do not, however, measure his ability for safe driving, nor do they predict his possible accident proneness. Instead, any limitations are related to their proper importance in driving and suggestions are advanced for their correction or, if this is not possible, compensation. Thus the precept is taught that everyone can be a safe driver if he analyzes his capacities and corrects, or compensates, for his limitations.

In all probability, the visual acuity test is the most important one being administered to the high school group. Using the standard Snellen chart, the clinic measures the student's ability to see clearly the object on which his eyes are focused. The clinic, however, does not attempt to measure the severity of any visual defect. It is suggested, rather, that any student whose vision is below normal consult a reliable eye doctor for further examination and necessary correction. Amazingly enough, it was found necessary to refer approximately 23 per cent of the 6,500 students examined to an eye doctor for further consultation. When questioned, most of the students in this group admitted they had no realization of a possible personal visual handicap. Yet many of these students were driving with a serious visual deficiency.

Exploding the theory of "stopping on a dime," the brake reaction test proved to be quite popular with the students. Here they were able to measure the time interval consumed in taking the foot from the accelerator and placing it on the brake pedal. Reactions, varying from one eighth to three quarters of a second, were then translated into terms of feet travelled at various speeds. To those whose reaction time was below normal, the compensation suggested was to drive slower

The hand-eye co-ordinator tests ability of hand and eyes to work together.

and allow more distance in following other cars.

Judgment of distance was tested by aligning four small cars with a fifth, stationary, miniature automobile. The importance of judging distance when driving, especially in passing and following other automobiles, was impressed upon the students. To some degree a learned skill, distance judgment can be further developed by actual experience in traffic. However, those whose ability, in this respect, was below normal were taught to compensate for it by allowing plenty of time and distance when passing other cars. The importance of allowing more distance in following other cars was also brought to their attention.

Tunnel Vision

"Tunnel Vision" was a new concept which many students became aware of for the first time. The field of vision test, which resembled a large protractor, measures the ability of the eye to perceive motion from the side while being focused upon an object straight ahead. The normal field of vision should encompass 170 to 180 degrees. Some individuals, however, have a limited field of 70 to 80 degrees of vision and are referred to as being "tunnel blind." To compensate for this deficiency, the handicapped individual needs to exercise greater caution and rotate his head and eyes at intersections and other dangerous points.

The Ishihara chart, used to test color vision, was a source of amazement to the students examined. Those who had a color deficiency found it especially hard to believe that a numerical figure was present in the pattern of vari-colored dots. However, the 355 students, who were found to have some degree of color blindness, can easily compensate for this driving handicap by exercising caution at signalized intersections and by closely observing the pattern of traffic around them.

When driving, the hand, the eye and the ear must function in a co-ordinated manner. Stimuli which are seen and heard call for a co-ordinated reaction of the hands and feet to smoothly maneuver the automobile. In testing this capability the subject places a stylus in a series of graduated holes, beginning with the largest and proceeding toward the smallest, in time to the beat of a metronome. If the stylus touches the edge of a hole, a buzzer sounds signaling the limitation of the subject's co-ordination. However, practice on this device will improve the subject's score, just as practice in manipulating the controls of an automobile will develop the driver's skill in the necessary co-ordination for smooth driving. A driver, whose co-ordination is below normal, however, may compensate by driving slower and allowing more time in which to maneuver his automobile after reacting to a stimulus.

The group of tests thus provided in the drivers' clinic present the student with a reasonably broad view of the personal factors which can greatly influence his safe traffic behavior. However, much of the success of the program depends upon the attitude with which the student views the clinic and accepts his individual analysis. Prior to the actual clinical examination, therefore, the Chicago Motor Club Educational Consultant, who conducts the clinic, lectures to the group to be tested. The purpose, the nature and the value of the program are thus explained to the student in an effort to secure his personal co-operation. Upon completion of the tests an individual consultation takes place to assure a complete understanding of the student's personal analysis and to dispel any idea that he is incapable of driving.

Clinic Results

The results of the clinic have provided the basis of many classroom discussions in the 20 public high schools which have already had the program. The sugar-coated propaganda pill has started to take effect, and interest in the safety units now being taught is high. As one principal said:

"The students liked the testing program. They were genuinely and seriously interested. Moreover, they were often surprised at the results. It has made them think more of the difficulties involved in driving a car.

"The teachers of civics felt that the testing program made the teaching of traffic safety more realistic to the students; it made them believe the statistics they had already been given. They are now studying corrections and compensations for deficiencies."

Thus a new investment in the fight on traffic accidents has been made. An investment of 6,500 teen-agers who are more conscious of, and who are more personally associated with, the problem involved.

However, they are but the first wave of combatants. Others will follow—20,000 next year and each year thereafter—will be better prepared drivers. Eventually the dividends of this investment will become apparent.

ASSE AND SCHOOLS CO-OPERATE

by CHARLES F. ZINN

A COMPREHENSIVE program of safety education has been installed in the Vocational department of the Chester Public schools as a result of several years of co-operative effort between members of the Delaware County chapter of the American Society of Safety Engineers and school personnel. Building upon early joint efforts, which involved primarily, periodic safety inspections of shop facilities and practices by a committee of safety engineers appointed by the local ASSE chapter, there has developed a comprehensive program of safety education.

MR. ZINN is the director of vocational and industrial arts education, Chester (Pa.) Public schools.

Features of the program include the establishment and functioning of student safety committees under the direction of a faculty instructor in safe practices. These committees periodically inspect all shops and general building conditions, following which a duplicated summary of unsafe conditions and unsafe practices is distributed to all shop groups. Assignments are then made for the correction of the conditions reported. Unsafe practices are discussed with the instructors in charge and endeavors made to correct procedures. Tables of accident frequencies are maintained and distributed to all shops.

Accident report forms are submitted to the vocational office and to the faculty advisor

Members of the student safety committee and faculty advisor make periodic inspections.

of the student committees. These reports are reviewed critically, and recommendations made for correction of conditions which may have contributed to the accident. Upon occasion a committee of the local ASSE chapter has been invited to meet with school personnel for the purpose of analyzing accident reports and interviewing those concerned with the accident. ASSE chapter members also serve as guest lecturers on specialized subjects.

Concerted Drive

Early in the program a concerted drive was made to provide all operating equipment with the most improved types of guards. Consequently, recent reports of safety committees seldom indicate the use of equipment that is improperly guarded.

Similar good results were obtained from the campaign to provide recommended types of personal protection. Special gloves, leggings, face shields and goggles were provided, and student safety committees assisted in the development of a will to materially use this equipment. As an outcome of the drive for personal protection, the school board provided improved spectacle-type goggles for every student in the machine shops. These protective glasses are issued to students at the opening of the school term in the same manner that textbooks are issued. Students are required to wear glasses when in shops. Little difficulty was experienced in securing students' willing compliance.

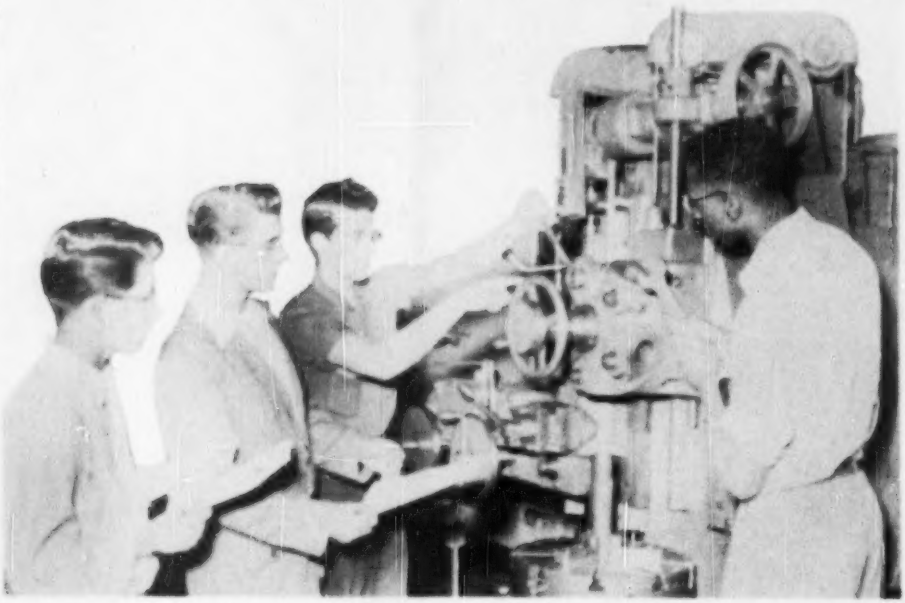
Special Emphasis

Special emphasis has been given fire hazards and protection against fire. Soda-acid type extinguishers have been removed from all locations which may involve electrical machinery and replaced with CO_2 and approved dry chemical extinguishers. The use of carbon tetrachloride extinguishers has been stopped.

All students entering the vocational department at the beginning of the tenth year are required to complete a course in safe practices. This orientation course has materially facilitated the safety program as a whole and has resulted in many constructive student suggestions.

Although not self-perpetuating, for all safety programs require continuing support and interest, the problem of safety education in the Chester Vocational school now has a status comparable to that of any other division of educational effort

Problems to be considered in safe machine operation are discussed with shop students.



SUMMER ACCIDENTS

by JENNIE SPADAFORA

NO INFORMATION is available regarding the seasonal trend of accidental deaths for specific age groups, but the all-ages death totals in July and August are usually among the highest of the year. It is likely that accidental deaths of elementary and high school children occur very frequently in these months also.

Accidents are the leading cause of death among children 5 to 14 years old, claiming approximately 6,000 lives each year.

Among youngsters 15 to 19 years old, also, accidents are the leading cause of death.

The principal cause of accidental deaths for children 5 to 14 years and 15 to 19 years old is motor-vehicle deaths.

Each year approximately two out of five accidental deaths of children 5 to 14 years old are the result of motor-vehicle accidents. About half of these fatalities are due to pedestrian accidents and one seventh to collisions between bicycles and motor vehicles.

MISS SPADAFORA is a member of the Statistical division, National Safety Council.

More than half of the accidental deaths of children 15 to 19 years are the result of motor-vehicle accidents.

The next principal cause of accidental deaths for elementary and high school children is drowning. These deaths are particulary important in June and July for persons of all ages. Included are deaths of persons swimming or playing in the water, as well as persons slipping or stumbling and falling into water, and water transport accidents.

Over the years, the third highest ranking cause of accidental deaths for elementary school children has been burns; for high school children, firearms accidents.

Since the five years, 1903 to 1907, somewhat greater progress in accident prevention has been made among children than among adults. By 1950, the death rate per 100,000 population for children 5 to 14 years dropped 50 per cent, which indicates that the accident problem is solvable, chiefly by methods now employed.

The second principal cause of accidental deaths for school children is drowning.

WHO WAS FIRST?

by MARY MAY WYMAN

PERHAPS it is not important to know who was the first to begin organized education in safety. Maybe industry did force safety into the public schools, but maybe educators had made a beginning before that. Perhaps several began working about the same time. Problems are like that—and the safety problems of our children, then, as now, were not confined to one area. It is significant and it seems to be time that we really found out and recorded something of the beginnings of safety education in the schools.

Louisville Pioneers

We believe, for example, that the Louisville Public school system was one of the pioneers in the field. There is little written evidence on hand of just how soon we began, but in 1922, the State Board of Health published a bulletin, *Health Plays, Games and Assemblies*, by Louisville school children. It lists six specific examples of safety plays and demonstrations that were presented at the Health Exposition in 1922, under the leadership of the late Emma Dolfinger, later associated with the American Child Health association.

The foreword states, "Little children need to be taught to behave safely, and to understand how to use the services of policemen, car conductors and traffic officers. Older children profit by such first aid as they can properly apply on the playground and at home. More than this seems academic and pretentious."

Plays Teach Safety

The first play has for its aim, "To teach children how to cross the street and to teach the use of the semaphore." Other aims are, "To impress children with the necessity of acquiring the safety habit, and to call attention to the safety devices provided by our public servants; to teach the necessary procedures in the case of an accident; and to inspire children to greater efforts to protect themselves and to respect the safety rules most frequently broken." Fire prevention was not neglected for we sought, "To teach children how to build a fire."

Another interesting statement is worth quoting: "The English teacher believes that the experience of thinking through an important life situation, and then making concrete for other children the results of their thought, is chiefly responsible for the high type of English composition produced by these children."

Teacher Training

I taught a 10 weeks course in teaching safety to our senior normal students about 1922-23, and had an exhibit of posters made by the students. Louisville had a supervisor, Mrs. Frances Minor, who was responsible for developing a program in safety in 1924. As early as 1919, some of our schools had safety councils.

Committee Appointed

Supervisors of safety education in other cities are situated similarly. The Safety Supervisors section, recognizing the problem, appointed a committee: Gordon Graham, supervisor, safety education department, Detroit Public schools, 467 West Hancock, Detroit 1, Michigan; Herman J. Norton, director, health, safety and physical education, Board of Education, 13 Fitzhugh st., S., Rochester, N. Y.; and Mary May Wyman, chairman, supervisor of safety and special education, Louisville Public schools, 506 West Hill st., Louisville 8, Ky.; to gather information.

This announcement is intended as an invitation to all readers to send any information on the beginnings of safety education in your city that you may have.

Facts may be sent to any member of the committee. How and when did safety education begin in your community? Who were the persons actively interested?

MISS WYMAN is supervisor of safety and special education, Louisville (Ky.) Public schools.

School Safety Patrol Reviews

by VAUGHN D. SEIDEL

SCHOOL safety patrol reviews, in our experience, make safety patrol members work harder than ever before to assure their fellow students safety in crossing dangerous streets adjacent to their schools.

A successful review has to be planned months in advance, because it is essential to set the date for the review far enough in advance to avoid conflict.

The location where the review is to be staged is an important selection that should be made, keeping in mind that the audience should be as comfortable as is possible.

Early in the year, generally November, we send letters to all participating schools, notifying them of the time and place of review. Follow-up letters to various persons with delegated responsibilities are sent, giving the following suggestions:

1. Practice marching your patrol (to music, if possible), in columns of twos.

2. When patrol is practicing marching, be sure left foot is put down on accented beat.

3. Remember the reviewing officer will be stationed at the right of the reviewing stand. In passing, the proper procedure is as follows: Approximately 20 feet before getting to the reviewing stand, the captain orders "eyes right" or "eyes left" as is the case, raising his hand in salute. All flags or banners, except the national flag, are dipped as the unit passes the reviewing stand. Keep straight lines and march briskly, with heads up and shoulders back. The order of march should be alphabetical by school district.

4. Check over your school banner, your state flag, the American flag and the staffs for them.

5. Are the uniforms of the patrol members in condition for the review? Are they complete, clean, sufficient in number?

The school safety patrol review, especially in large communities, is a mammoth undertaking and will be successful only if the smallest detail is well planned. Poorly handled details can ruffle the surface of an otherwise perfect display of training.

A very important phase of our review day in Alameda county is the social time which follows the review. We combine an outdoor luncheon at the near-by memorial park and a swimming party at the adjacent municipal plunge. Of course, this requires additional preparations. Three major committees are necessary for these social functions. We have

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DR. SEIDEL is county superintendent of Alameda County schools, Oakland, Calif.

As the patrol passes the reviewing stand, all flags but American flag are dipped; patrol captain orders "eyes right."

Report on Sheridan School Patrol

by GRACE I. CRAWFORD

EVERY child in Grades 5 through 8 in Sheridan school serves on the patrol. Our present enrollment numbers 113 divided by grade and sex as follows:

Grade	*Boys*	*Girls*
5	9	14
6	11	16
7	17	16
8	15	15

A captain, co-captain, and lieutenant of the boys are elected each year. A captain of the girls' patrol is also elected each year.*

Patrol Careers

The fifth graders start their patrol careers by taking charge of kindergarten dismissals only. They escort these young children across all dangerous intersections; and, the first six weeks of the year, each kindergarten child is delivered to his own street. There is a separate patrol for each dismissal.

Patrol Duties

Grades six, seven and eight take care of all patrol duties exclusive of kindergarten dismissals for a week in successive order.

The duties are so distributed that each patrol member is on duty only once during a day. Girls have corner duties only when the boys have a four o'clock game or activity scheduled. The girls' duties consist of the following:

1) Directing the games of the small children on the playground between bells.
2) Coat hall service in assisting small children.
3) Main hall patrol—taking care of emergencies.

Patrols are on duty from 8:45 to 9:00 in the morning, between 12:50 and 1:10 at noon, at 11:45 a. m. dismissal, and at 3:45 p. m. dismissal. Boys are stationed on six corners.

At 11:00 a. m. and 3:00 p. m., half of the pupils from each of the primary grades are dismissed. The groups proceed in four directions. If a group is large, two boys take charge.

Built Gradually

This patrol system has been built up gradually. It is the result of an effort to find a way to make the patrol service effective. We were falling by the wayside with the traditional type of patrol. We do not have enough boys to provide competition. The same boys carrying on day after day get tired of being deprived of their play between bells. Then, too, those who do not care to be faithful made life miserable for those who tried.

This system is a device which we worked out to solve our problem. It might not work if imposed on another school in its entirety all at once. We understand it. Our teachers devised it and, therefore, believe in it. For *us* it is satisfactory for the following reason:

Democratic

1. It seems democratic to us:
   a. Everyone gets a chance to serve. It often brings out the executive ability of a retiring individual, whereas if he were not pushed, neither he, his associates, nor his teachers would realize his potentialities.
   b. It does away with a certain few holding positions of trust indefinitely and, thus, attaining a false sense of superiority.
   c. It develops an understanding of the patrolman's problems and leads to better co-operation.
   d. It is lese of a strain on those giving service.
   e. It gives a fair share of game periods to all between bells.
   f. Safety becomes everybody's responsibility rather than the responsibility of a few.

MISS CRAWFORD is principal of the Sheridan school at Elgin, Illinois.

Are Shop Teachers Liable?

by HERBERT E. PHILO

CERTAINLY the need for adequate safety instruction in the industrial education field has been duly emphasized. Yet the question of the extent of liability of shop teachers for injuries occurring to students in school shops has not been satisfactorily answered. That shop instructors should be fully aware of the legal, as well as the moral, humanitarian and educational, aspects of teaching is of paramount importance, for knowledge of the basic legal principles involved may eliminate the possibility of damage suits.

How Vulnerable?

How vulnerable are shop teachers to court action? The fact that school districts and school boards in 44 states are not liable for suit, because of the common law rule of governmental immunity[1], increases the susceptibility of teachers to such a suit. This is perhaps more true in school shops, as compared with other classrooms, because of the number and character of activities in which pupils engage as part of their shop work.

Negligence is the key to liability, for all teachers are liable for their own negligent acts. The basic concept of negligence is failure to act as a reasonably prudent person would act under similar circumstances. In as much as the teachers are *in loco parentis* in relation to the pupil, this means failure to do the thing a reasonable parent might have done at the time.

[1]California, New Jersey, New York, and Washington are the exceptions to the common law rule, which exempts school districts and school boards from the normal liability applicable to other employers. There are some states where liability may be admitted in limited amounts in special instances, such as school bus accidents.

MR. PHILO is industrial arts teacher, Post Intermediate school, Detroit, Mich.

Precautions

It is impossible to set forth here all-inclusive examples of the conduct and care shop teachers should take to avoid judgments in court. However, certain obvious neglects could well be construed as negligent conduct by shop teachers. The following precautions are listed for the careful consideration of all shop teachers, in the belief that if they learn what must be done, to avoid the possible consequences of liability, future accidents may be prevented.

1. The teacher should always be present while the boys are working. If it is necessary to leave the shop, arrangements should be made, if possible, for another qualified teacher to take over. You cannot pass your responsibility for the safety of the class to a "trustworthy student" during your absence from the room.

2. If it is necessary for you to leave the shop on business, lock the main switch; do not permit other teachers untrained in shop activities to take over.

Approved Equipment

3. Use only the equipment provided by the board of education for use in your shop. This equipment presumably bears board approval. Do not use personally owned equipment which has not been approved.

4. Dangerous or obsolete tools or equipment have no place in the school shop. All shop equipment should be inspected regularly, and that which is worn out or poorly maintained should not be used until replacements or repairs can be made. Guards or safety devices should never be removed from machinery that is to be operated. If a machine is not operating properly, its use should be discontinued until repairs can be made. In

other words, all equipment should be properly guarded and properly maintained.

5. Report all accidents, no matter how trivial, that occur in the shop. It is important to have complete details of every injury. Names of witnesses should be included in the report in case of a serious accident. Neglecting to report an accident which may seem trivial can involve legal implications should the injury later become more serious through infection or neglect.

Proof Established

6. Legally, the existence of printed safety rules alone cannot be considered as a defense against gross negligence, *unless proof can be offered that each student understands and observes the rules.*

7. Teachers should always set the correct example in safe practices. A teacher who fails to wear goggles while grinding is not only breaking a safety rule but is also setting a poor example for his students. Such unsafe habits might be cited as evidence that an instructor considers safe practices not essential.

Regular Schedules

8. Pupils should work in the shop only during their regularly scheduled periods.

9. Before a student uses tools and equipment within the shop, complete instructions should be given, including particularly good safe practices. Some teachers have found it advisable to devise tests for each piece of machinery or equipment that is hazardous. Requiring a student to satisfactorily complete this test before permitting him to operate the equipment is wise. Such tests might well be kept on file by the teacher until the pupil has completed his instruction in this shop.

Check-Off Method

Some shop teachers use a method of check-off to insure that each student has received the necessary instruction and testing before being permitted to operate machines. These procedures forestall the claim that the student was not instructed and was absent when the proper use of the machine or hand tool was demonstrated.

10. When tasks are to be performed outside the school shop they may prove to be hazardous. Sending students to perform such tasks should be avoided, as students who are sent out on such jobs are without proper supervision.

11. The work in any shop involving the use of power machines should not be compulsory. Such a rule will prevent students from making the charge that they were required to use certain machinery which they did not want to use.

Emergency Measures

12. In the event of an accident, the teacher should be completely familiar with established procedures for taking care of accidents. The shop teacher should be prepared to give such emergency treatment as is necessary until a person trained in first aid arrives. This does not presuppose that the shop teacher should not be that qualified person; in fact, it seems advisable that he should be trained in approved methods of first-aid treament.

13. Dangerous workers should not be permitted to remain in a class. If a boy is habitually irresponsible, endangering himself or other class members, the teacher should write a report to the proper administrative authority who should then remove the student.

Negligent Conduct

Failure to observe these above-mentioned responsibilities might be considered negligent conduct. The individual teacher involved could conceivably be held responsible on a charge of gross negligence.

Legal Protection

The above suggestions for legal protection are based upon legal, moral, humanitarian and educational responsibilities of all teachers, especially shop teachers. It must be understood that responsibility is not abrogated by the observance of all these suggestions. However, their observance is the best evidence that the teacher has done everything within reason to promote the student's safety and to give complete and thorough instruction. If the shop is, in addition, properly equipped and maintained, a good measure of security has been attained.

The shop teacher's efforts should always be directed toward prevention of accidents so that students will be able to work safely. Thorough instruction will help avoid accidents. But if accidents do happen, teacher and students are able to meet the situation with all possible preparation and caution.

CHICAGO CALLING

Chicago, Ill.—The 39th National Safety Congress and Exposition will be held in Chicago, October 8 to 12, 1951. School sessions are at the Morrison hotel as usual.

In addition to the regular programmed sessions and meetings, the Congress Education exhibit will again be highlighted. The exhibit, sponsored by the School and College conference, was such an outstanding success last year that there is an increasing demand for its enlargement. Two new categories have already been added—water safety, and civil defense as it applies to schools. The exhibit room (440—Morrison hotel) is large enough so there is never any crowding, and there will be a School and College division staff member on hand to answer questions from 9 a.m. to 5 p.m. daily during the Congress.

Another 1951 Congress feature is the new setup for film showings. In the past there have been suggestions that even with a highly selective group of films their showing: a) ran too long into the evening or b) conflicted with other meetings and activities. The present plan is to show the films twice, probably once in the morning with a repeat performance in the afternoon (hours to be announced later), Tuesday, October 9. This method should eliminate conflicts in schedules and permit easier film selection.

Social events will include the School and College division reception, the annual banquet and, of course, the big show and dance which is always the high spot of the Congress.

It may be noted that Congress dates this year coincide with those of National Fire Prevention week. Every effort was made to schedule the Congress at a different time, but the Chicago hotel situation does not permit any other choice except October 8 to 12.

The dates again—October 8-9-10-11 and 12. MAKE YOUR HOTEL RESERVATIONS NOW THROUGH THE NATIONAL SAFETY COUNCIL HOUSING BUREAU.

Chicago is Calling YOU!

WATCH

Boston, Mass.—*Watch*, a safety magazine published quarterly by the American Mutual Liability Insurance company, devotes its entire January issue to 20 of the most common traffic emergency situations that may arise on streets and highways.

The various situations are presented, amply illustrated, as problem questions and are adapted from a national driver survey made by the publisher. From this survey the company found that "58.7 per cent of all male drivers made a less than average score, while 75 per cent of all women tested proved below average in meeting emergencies. The average score for the problems given in *Watch*, as shown by the survey, was 59 out of a possible 100 points."

UNITED NATIONS EDUCATION SERVICE

Washington, D. C.—In a recent letter to members of the Educational Press Association, the National Education Association included a statement relative to the UN education service from General Carlos P. Romulo.

General Romulo is chief of the Philippine delegation to the UN and formerly president of the UN General Assembly.

He said that no effort exerted to induce the youth of America to study the workings of the UN can be in vain.

"The project is commendable," he pointed out, "as a recognition of the fact that the

United Nations, as an instrument of world peace, will work only as well as we make it work, and no better. Indeed, we can make it work only if we take the trouble to understand it ourselves and to teach the young people of our respective countries to know what it is all about."

SAFETY EDUCATION: CYCLING

New York, N. Y.—The Bicycle Institute of America reports that three major national associations are jointly sponsoring a nationwide cycle safety drive for this Spring.

Bicycle Institute of America, the Association of Casualty and Surety companies and the National Association of Insurance agents have sent bicycle safety kits to insurance agents and agent groups throughout the U. S. The kits contain full information for several types of bicycle safety drives for school and community use.

SEBAGO SUMMER SESSIONS

New York, N. Y.—The annual graduate camp summer courses offered by New York university's school of education will be held at Lake Sebago (Sloatsburg, N. Y.) July 3 to August 11, 1951.

In addition to various health and physical education courses, camping education workshops and general courses, two courses are offered in safety education—"Driver Education and Traffic Safety in Secondary Schools," and "Organization and Administration of Safety Education."

DRIVER AND SAFETY EDUCATION PROGRAMS

Chicago, Ill.—The summer of 1951 promises to be a busy season for teachers with its numerous safety courses and courses in driver education.

To date, in answer to a questionnaire sent out by the Higher Education committee of the National Safety Council, reports have been received showing that 110 colleges in 38 states are offering 125 courses in general safety education and 67 in driver education. This information is not yet complete since all returns have not yet been received.

Three of the major sponsors (other than the colleges themselves) of the various seminars and courses being conducted are the American Automobile Association, New York university's Center for Safety Education and the Association of Casualty and Surety companies.

Course dates and colleges where they are to be conducted may be secured by writing directly to the sponsoring agencies mentioned above.

POSITION CHANGE

Montgomery, Ala.—W. J. Terry is now superintendent of education for Alabama. He replaces Dr. Austin R. Meadows, who is now director of the Economic Stabilization Agency, with offices in Birmingham, Ala.

NAMED DIRECTOR

Oswego, N. Y.—Robert D. Helsby has been appointed as director of safety education for the State Teachers college, State University of New York.

Mr. Helsby replaces Howard Hall and said in a recent letter to the National Safety Council, ". . . If it concerns safety education, count us in at Oswego."

HAM HONORED

Lima, Ohio.—Ham Fisher, creator of the comic-strip character, Joe Palooka, was given a plaque of commendation by the Superior Coach corporation at a luncheon in New York.

As reported in Safety Notes in SAFETY EDUCATION for September, 1950, Mr. Fisher loaned Joe Palooka to the corporation's campaign to teach safety in school buses.

J. H. Shields, president of the corporation, presented the plaque which stated:

"For their co-operation in teaching sch[illegible] bus safety, a sincere vote of gratitude and appreciation to Ham Fisher and Joe Palooka . . . from the 6,000,000 youngsters who ride school buses every day . . . from the millions of parents who ride along in spirit."

COMING EVENTS

May 9, Bethlehem, Pa. Twenty-fourth Annal Eastern Safety Conference. Contact Harry C. Woods, executive secretary, Lehigh Valley Safety Council, 602 East Third St., Bethlehem, Pa.

May 10-11, Baltimore, Md. Maryland Statewide Safety and Health Conference and

Exhibit (Lord Baltimore hotel). Contact Joseph A. Haller, director of safety, Maryland State Industrial Accident Commission, Equitable Bldg., Baltimore 2, Md.

May 14-16, Syracuse, N. Y. Central New York Safety Conference and Exposition. Contact Walter L. Fox, manager, Safety Division, Chamber of Commerce, 351 S. Warren St., Syracuse 2, N. Y.

May 16-18, Winston-Salem, N. C. Twenty-first Annual North Carolina Statewide Industrial Safety Conference (Robert E. Lee hotel). Contact H. S. Baucom, safety director, North Carolina Industrial Commission, Raleigh, N. C.

May 17-18, Duluth, Minn. Twenty-seventh Annual Conference, Lake Superior Mines Safety Council (Hotel Duluth). John A. Johnson, chief, Accident Prevention and Health Division, Region V, U. S. Bureau of Mines, 18 Federal Bldg., Duluth 2, Minn.

May 22-24, Grand Rapids, Mich. Michigan Safety Conference (Civic auditorium). Contact Vernon W. Hale, executive secretary, 302 Association of Commerce Bldg., Grand Rapids, Mich.

May 24-26, Norfolk, Va. Seventeenth Annual Meeting of the Virginia Statewide Safety Conference. Contact William M. Myers, executive secretary, Room 49, Allison Bldg., Richmond 19, Va.

June 4-8, Chicago, Ill. Twenty-eighth Annual Midwest Safety Conference (Congress hotel). Contact Joseph F. Stech, manager, Greater Chicago Safety Council, Suite 805, 10 North Clark Street, Chicago 2, Ill.

June 21-23, Salt Lake City, Utah. Thirteenth Annual Meeting of the Western States Safety Conference. Contact Clarence Williams, executive director, Utah Safety Council, State Capitol Bldg., Salt Lake City, Utah.

Views and REVIEWS

SAFETY TEACHING AIDS

VISUAL AIDS

SHOOTING SAFETY 16 mm. Sound motion picture, New York, N. Y.: Sporting Arms and Ammunition Manufacturers' Institute. 25 minutes. Color. (To be released soon.)

The story of how one community taught firearms safety to its children, by instructing them in the right way to shoot—under all conditions—is told effectively in this new film.

The film shows how to organize a community program, how to make a range, how to plan and conduct field trips, how to care for firearms, and how to shoot them safely.

The practical aspects of firearms safety are well covered, as are detailed steps of a comprehensive over-all firearms safety program.

The producers of the film have also developed a booklet detailing information on the construction of a shooting range. This may be obtained by writing to the Sporting Arms and Ammunition Manufacturers' Institute.

THE TORCH. 16 mm. Sound motion picture. New York, N. Y.: National Board of Fire Underwriters. 12 minutes. Color.

The Torch is the personification of carelessness in people which causes them to take chances that result in fires. This cartoon film pictures the Torch as an old-time melodrama villain—complete with handle-bar mustache.

The Torch is shown working on the lives of people—on a housewife, on a careful person, etc. His villainous laughter, loud and ear splitting, rings out every time someone was careless enough to cause a fire in his or her home. Although most of the scenes are cartooned, actual fire scenes replace cartoons when a blazing fire is shown. In the background, the laughter of the Torch is always heard.

This film would be appropriate to show to school groups as part of a program of fire prevention.

WHERE'S THE FIRE? Sound slide film. Boston, Mass.: Liberty Mutual Fire Insurance company. 8 minutes.

Cartoonist Dahl executed the drawings for this slide film with a humorous touch, but the film is one which has a serious message—fire safety in the home.

The film shows all aspects of home fire hazards: smoking in bed, cleaning with flammable liquids, allowing the hot iron to stand on the ironing board, etc.

The narration, on a record which accompanies the slide film, gives you the serious side of the problem which is pictured in the light, cartoonist fashion.

Because the film shows the over-all problem of home fire safety in great detail, the film gives the viewer almost too much information. It would have been better if it had been limited to a part of the problem, because

the film jumps too quickly to too many problems and their solutions for the viewer to fully understand all there is in the film. Despite this, however, the film is good.

SMOKEY BEAR TRAILER NO. 1 *(Once Upon a Time)*. 16 mm. Sound motion picture. Washington, D. C.: U. S. Department of Agriculture. 5 minutes.

Smokey Bear, the fire prevention bear who appears on many posters, relates a story of the "Person family" which deals with fire safety while on picnics in the woods.

He tells how "Mr. Person" and his family were careful where they built their fire, and how they made sure that the fire would not spread, causing a forest fire.

The story is cleverly and clearly told in a language anyone would understand. This trailer is part of the U. S. Department of Agriculture's program of prevention of forest fires.

• BOOKS AND PAMPHLETS

A COURSE OF STUDY IN DRIVER EDUCATION FOR WEST VIRGINIA SCHOOLS. 53 pp. Illustrated. Charleston, W. Va.: State Department of Education. 1951.

West Virginia's response to an appeal from the President's Highway Safety conference to make driver education a regular part of the school program is contained in this book. Though driver education was already a part of the West Virginia schools' educational plan, this course of study represents a *special* effort to expand the program and make it even more efficient.

Price E. Clark, director of safety and driver education, prepared and wrote the study course, which the state department of education intends "to serve as an outline guide

(Please turn to page 31)

Labor and Education Co-operate

by MARION E. MARTIN

IN OUR state, as in many states, there is no explicit statutory responsibility governing the installation, operation and safety inspection of machines and equipment in schools.

The Department of Labor and Industry is charged with seeing that work places are safe. In discharging this duty we frequently ran across the problem that employees had been trained in their industrial arts classes to work at machines with the guards removed or had developed other unsafe work habits. In such cases the plant safety supervisor had a re-educational process on his hands. As soon as we became aware of the problem we discussed it with the commissioner of education and, with his advice and co-operation, we have added industrial arts departments to our regular inspection roll.

Common hazards found have been guards on saws removed or electric motors not properly grounded.

One practice that a few instructors have followed is to have students do the work up to a certain stage; then the instructor finishes the finer processes with guard removed.

With the youthful tendency of wanting to do everything themselves and, moreover, wanting to do as well and as expert work as the instructor, the students have been anxious to operate the saws without guards. They even feel that it is indicative of their immaturity or that they are "sissies" if they operate a machine with the guard in place. Our procedure when we find such a situation is to report to the commissioner of education, who in turn issues the orders to change the practice.

Our inspection has an added value in that it gives us an opportunity to "sell safety" to the instructor and to convince him of the value of integrating safe work habits.

As in all safety activities, we cannot point to the accident that this program has prevented. We do not have the satisfaction of statistics to prove the value of such activity. We do, however, have the very real satisfaction of approaching the problem from this additional angle in the hope that better trained workers will mean fewer accidents.

MR. MARTIN is commissioner of labor and industry, State of Maine, Augusta, Me.

safety education data sheet—

No. 54

Summer Jobs

laborers
home yard
service stations

General

1. Summer jobs may be outside work for profit or jobs around the home. Those considered in this data sheet—the second of a series intended to cover eventually the summer job field—deal with home yard work, laborers and service station jobs.

2. Since summer jobs for high school students are of such a temporary nature, there are no national statistics on summer job injuries.

3. State age limits for minor workers differ, particularly when goods are produced for use within the state. Federal minimum age limits apply to all producers, manufacturers and dealers who ship or deliver goods for shipment or provide service in interstate or foreign commerce.

4. There are but few jobs open to workers under 14 years old.

5. Check state and local regulations, as well as the child labor provisions of the Fair Labor Standards act, for permissible occupations, working hours and conditions for workers aged 14 to 18.

6. Be sure to get whatever age or employment certificate your state requires. This certificate is your protection against harmful employment, and it protects the employer from unintentional violation of minimum age provisions.

7. Before taking any summer job, check with your doctor to be sure you are physically able to perform the duties of the job without harm to yourself.

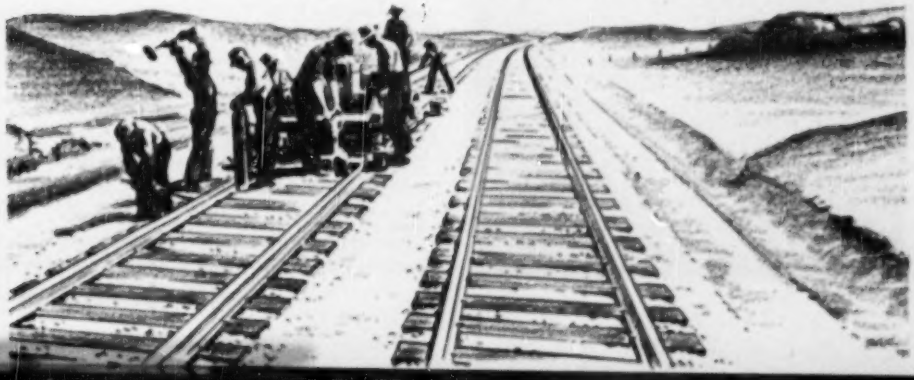
8. In all jobs requiring exposure to the rays of the sun or intense heat, and/or requiring heavy work, be sure to use plenty of salt on your food, drink it in water, or use salt tablets.

9. Follow safe lifting practices. Lift with leg muscles, not the back. If you do not know how to lift safely, find out before you begin to work.

Laborers

10. Learn and observe the safety rules generally required for your job, and do not use any tools or equipment until you know how to do so properly and safely. And always be especially cautious if you use jack hammers, air drills, and other pneumatic tools. *Never* engage in horseplay with compressed air or blow it on yourself or anyone else. Eyesight or hearing may be destroyed and even death may result if the air should enter the body.

Some high school students find summer jobs on railroad section gangs.



11. Weeds along the highway or right of way are often cut with a scythe. When cutting weeds with this tool, secure a good footing and make sure no one is in the area to be cut before swinging the scythe.

12. Disconnect scythe blade when not in use. Wrap blades in burlap or place them in a rack or box provided for this purpose.

13. With ditchdigging, roadbed work, etc., the chief tools are pick and shovel. See that shovel edges are trim, and wear safety goggles if you trim the shovel yourself.

14. Wear safety shoes on any laboring job.

15. Inspect tools before using. See that they have strong, smooth handles and grip, and are free from splinters, checks and splits.

16. When shoveling or using a pick, be sure that there is plenty of clearance between you and others to avoid striking them with the tool or the material. When working in a ditch, be especially careful to keep a good clearance both before and behind you.

17. Use the ball of your foot—not the arch—to press the tool into clay or other stiff material. Sink blade straight down, not at an angle.

18. Avoid strains. Dig, and lift loads by using your leg muscles as much as possible. Be sure of your footing and balance. Keep feet well separated.

19. Never leave a shovel or spade where others may stumble over it or strike against it. Hang it up, if possible; or stick the blade securely in the ground or in the material.

20. If possible, dip shovel into a pail of water occasionally to free it from sticky material. This will make it easier to use and less likely to cause strain.

Wear safety shoes for laboring jobs. Learn and observe those safety rules required for your job.

21. To swing a pick safely, spread your feet, get a firm footing, and take a good grip.

22. Never swing the pick in line with your feet or legs.

23. Watch out for glancing blows against rocky ground.

24. Do not use a pick as a hammer or maul.

25. When not in use, place pick where no one will stumble over it and where it cannot fall.

26. Wear goggles when using pick on hard or rocky surface.

27. When leaving an excavation, look out for oncoming traffic if the ditch borders on, or is actually in, the roadway.

28. Do not leave tools lying on the edge of the ditch where other workmen, passersby or vehicles could knock them on top of you.

29. Do not use open flame of any kind in an excavation until it has been checked for leaking gas. Even though gas mains or sewers are not actually involved, there is always a possibility of gas in the excavation.

30. Be sure that ditch or trench walls more than four feet in depth are properly sloped at a safe angle, or are shored to prevent cave-in.

31. Do not dig or remove earth in such a way as to leave an overhang.

32. Wheelbarrows seem harmless, but they may be dangerous, and often they are troublesome to handle. Avoid using a wheelbarrow with cracked or broken handles, damaged or wobbly wheel, loose legs or ragged edges.

33. Balance all loads carefully, placing the center of the load well forward to eliminate lifting strain.

34. Lift chiefly with your leg muscles, keeping the back nearly upright.

35. In wheeling a heavy load, take special care, if the load should tip over, not to be caught by the handles.

36. See that plank runways are well supported and not apt to shift or tip. In wheeling loads across portable aprons bridging any open space, make sure each time that the bridge is securely in place.

37. Watch for insufficient clearances; wear gloves if necessary to protect your hands.

38. Never run with a wheelbarrow—this could lead to serious stumbling and falling injuries.

39. Do not push a wheelbarrow with the handles upright. In this position, if the wheel

strikes any obstruction, you may lose control, fall and injure yourself or other workers.

40. Do not leave a wheelbarrow in a position where it may tip over or where persons or traffic may run into it.

Home Yard Work

41. Carry any cutting tools (this includes hedge cutters or pruning shears) at about a 45° angle, with the blade or point facing downward. When at all possible, keep sharp edges sheathed.

42. Never leave a hoe, rake, fork, etc., lying on the ground. This is especially dangerous when the cutting edge or head is pointing upward. The sharp edges may puncture or cut through a thin-soled shoe and cause a foot injury and/or the handle may fly up and hit a person in the face. Replace split, broken or sharp-edged tool and wheelbarrow handles to avoid splinter or other wounds. Sandpaper wooden handles which have become weathered and rough.

43. Never leave a scythe or sickle hanging in a tree. All tools not in use should be placed on shelves or in racks, hung up, or otherwise safely stored.

44. Wear gloves to prevent blisters or injuries from thorny bushes and plants.

45. When trimming trees, do not carry tools while climbing. Pull them up on a rope after reaching a good working position. Place the ladder firmly and lash it in place if necessary. Test each limb before trusting your weight to it. Cut off dead limbs on the way up so there will be less danger in descending. Be sure there is no one below who could be injured by falling branches.

46. Do not prune or work in trees which overlap power lines or other energized equipment. And when cleaning up the yard after a heavy storm, etc., be on the alert for fallen wires. Do not touch them. The power or light company will handle all such jobs.

47. For any yard or garden work requiring reaching to the ground, don't bend. Do the job by squatting-and-straightening—that is, keeping the back straight and using the leg muscles as much as possible.

48. Burn all rubbish in a metal container, away from all buildings and on a day when there is very little wind.

Service Stations

49. Learn how to use the fire extinguishers provided.

50. *Never* smoke or use matches or open flame of any kind around gasoline pumps, storage tanks, grease pits or anywhere else where there might be flammable liquid vapor. Do not pump gasoline until the customer has turned off the car motor and be sure no one in the car is smoking. And do not permit any smoking when tank trucks or tank cars are unloading gasoline.

51. When pumping gasoline, if the gasoline hose has a metal nozzle, be sure there is a metal-to-metal contact between the filler pipe on automobile gas tanks, the edge of safety can opening or other metal containers, to prevent sparks caused by static electricity. Also, when pouring gasoline from one metal container to another, be sure there is metal-to-metal contact.

52. Do not sell gasoline to anyone who wishes to put it in a glass container or a can which is not properly marked. Cans for carrying gasoline must be painted red and should have a screw type cover.

53. Wear shoes with leather or neoprene soles. Oil and grease on floors make rubber composition soles unsatisfactory as protection against slipping.

54. When entering or leaving a grease pit, watch your step. The stairs may be slippery from grease and oil.

55. Car lifts or greasing racks should not be operated if there are persons in the car, and before lowering make certain no one is underneath any part of the lift. Always use all safety devices provided on lift.

56. When high pressure greasing, don't place hands in front of the grease gun nozzle

Burn leaves or trash in a metal container, away from all buildings, and when there is little wind.

when the trigger is pulled. Grease may be forced under the skin by the high pressure.

57. Screw or clamp the tops of grease cylinders to a firm seat. Otherwise the covers may blow off and inflict serious injuries on you or near-by workmen.

58. Be careful not to inhale sprayed or atomized oil used for spring lubrication. Stand clear until the oil is settled; because of its heaviness oil settles rapidly.

59. Secure ample help for removing and handling heavy truck tires. Use any lifting devices or special tire dollies provided.

60. Stand to one side while inflating a tire. This rule holds good even if the tire is dismounted. If the tire is of the clinch or rim variety and dismounted, lean it against a wall, with ring toward the wall, since there is a danger of the ring being violently thrown off the rim as the tire is inflated. Do not overinflate any tire.

61. Use the right tool for each job. Do not use extension handles on wrenches for removing lug nuts. Loosen a "frozen" nut by applying penetrating oil long enough to work through the scale. Then use the proper size of wrench; the nut will start if it is lightly tapped or pressure is applied.

62. Always block a car on jacks so that even if it falls off the jacks it will stay on the blocks. Turn or remove jack handles so other workmen cannot trip over them.

63. Do not use gasoline for removing oil and grease from the hands. Besides being very dangerous from a fire standpoint, dermatitis may result.

Sources

64. Child-Labor Provisions of the Fair Labor Standards Act. Child Labor Bulletin No. 101. Wage and Hour Public Contracts division. 16 pp. Washington, D. C.: U. S. Department of Labor. 1948.

65. Compressed Air Machinery and Equipment. Safe-Practices Pamphlet No. 47. 8 pp. Illustrated. Chicago, Ill.: National Safety Council.

66. Excavation Work. Industrial Safety Series Pamphlet Con-3. 10 pp. Illustrated. Chicago, Ill.: National Safety Council.

67. Garages and Repair Shops. Industrial Series Pamphlet No. D-6. 14 pp. Illustrated. Chicago, Ill.: National Safety Council.

68. Garden Tools. Safety Instruction Card No.314. Chicago, Ill.: National Safety Council.

69. Hand Shovel and Spade. Safety Instruction Card No. 440. Chicago, Ill.: National Safety Council.

70. Manual Handling of Materials. Safe Practices Pamphlet No. 54. 8 pp. Illustrated. Chicago, Ill.: National Safety Council.

71. Picks. Safety Instruction Card No. 176. Chicago, Ill.: National Safety Council.

72. Protecting Public Utility Workers on Streets and Highways. Industrial Safety Series No. P. U.-1. 7 pp. Illustrated. Chicago, Ill.: National Safety Council.

73. Safety Education Data Sheet No. 7—Lifting, Carrying and Lowering. School and College division. 4 pp. Illustrated. Chicago, Ill.: National Safety Council.

74. Wheelbarrows. Safety Instruction Card No. 187. Chicago, Ill.: National Safety Council.

Other Safety Education Data Sheets now available are:

(1) Bicycles
(2) Matches
(3) Firearms
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: hazards, precautions, results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Woodshop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving: rules, precautions
(53) Safety in the Machine Shop

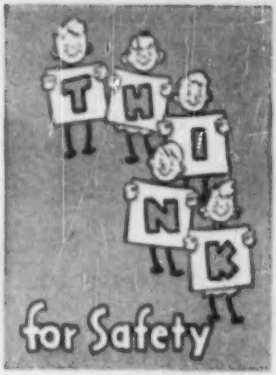
Data Sheets from Safety Education are available for a small fee from the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.

May, 1951

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, physical education and safety



Sketch S9058A

Think for Safety

VACATION SAFETY

Think About These Vacation Problems

Copy and —
Underline correct answer.

1. Playing with matches may cause death. **Yes No**
2. Swimming lessons may save your life. **Yes No**
3. High boots or shoes are best for hiking. **Yes No**
4. Keep out of the street when you play. **Yes No**
5. Coasting a bicycle or wagon from a driveway into the street is safe. **Yes No**
6. The center of a boat is the safe place to step. **Yes No**
7. Diving into strange waters is dangerous. **Yes No**
8. Changing seats in a boat is safe. **Yes No**
9. Gasoline is dangerous because it explodes easily. **Yes No**
10. In the water, it is safe fun to call for help as a joke. **Yes No**

Let's Talk About the Sketch

1. Are children in grades one to three too young to think about safety before they play?

2. Suppose you wanted to go in swimming but no one was on the beach and you couldn't find anyone to go with you; what do you think you should do?

3. Suppose you couldn't swim very well but some friends asked you to go canoeing; what do you think you should do?

4. Suppose some children were throwing rocks and one of them asked you to help him throw at the others; what do you think you should do?

5. Suppose someone were having trouble in the water and called to you for help; what do you think you should do?

Project

1. On separate pieces of paper draw pictures of (a) canoe, (b) sun, (c) car, (d) campfire, (e) lightning, (f) bicycle, (g) lake, (h) rake, (i) cliff, and (j) poison ivy. Turn pictures face down. Select one and tell a safety suggestion about it.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y., and Forrest E. Long, professor of education, New York University, New York, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

They Think About Safety

Copy and—
Underline correct answer.

1. These children are resting before going in swimming again.

They want to [get overtired. / be safe.]

2. These children are swimming where there is a lifeguard.

They want to [be saved. / drown.]

3. These children and adult are hanging onto their overturned boat. They know the boat will support them for hours.

They are [sensible. / foolish.]

4. This child is turning back because he does not want to get tired far from shore.

He is [a sissy. / smart.]

Answers to "Think About These Vacation Problems"—All answers are except 1, 8 and 10.
Answers to "Let's Talk About the Sketch"—1. No! 2. Don't go swimming! 3. Wear a life preserver or don't go canoeing! 4. Don't throw rocks, because you may cause serious injury! 5. Go for adult help immediately.
Answers to "Project" (Now! Other answers may be correct, only one safety suggestion is given here.)—(a) Don't change seats in a canoe! (b) Get warm gradually! (c) Don't play on the street. (d) Keep a complete small and comfortable; (e) Don't take strange swims an isolated time; (f) Ride safe (g) Don't dive in shallow water. (h) Place your chair on the floor. (g) Don't swim alone. (i) Place your chair on the floor. (j) Don't throw rocks, because you may cause serious injury! (k) Don't crawl out. (l) Learn to recognize this plant so you won't touch it. If you happen to touch it, wash as soon as possible with laundry soap.
Answers to "They Think About Safety"—1. Be safe. 2. Be careful. 3. sensible. 4. smart.

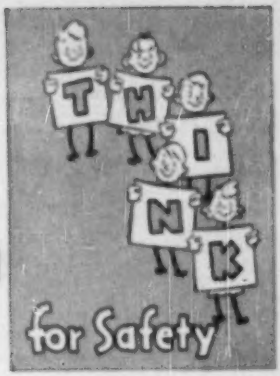
Upper Elementary

Safety Lesson Unit

May, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, physical education and safety



Sketch 59054A

Think for Safety

VACATION SAFETY

Vacation time seems to be the most dangerous time of the year. Accidents kill more people in the summer than in any other season. In 1949, 6,700 persons died of drowning alone. It is important to *think* for safety before you undertake vacation sports and activities.

Vacation Activities Test

Copy and —
Mark *true* or *false*.

_____1. Water that looks clear may be safely considered free from germs.

_____2. Contaminated water may be made safe by boiling or by adding chlorinating tablets.

_____3. Poison ivy has four pointed green leaves.

_____4. Sunburn may be painful but it is not dangerous.

_____5. Standing up in a boat may cause it to tip over.

_____6. Only beginning swimmers need to be sure that they swim where there is a lifeguard.

_____7. Wearing protective clothing when walking in tall grass helps to prevent ticks from attaching themselves to the skin.

_____8. A diver can tell whether unfamiliar waters are deep enough for diving by looking at the surface of the water.

_____9. If a small boat overturns, the chances are that it will float and provide something to cling to for hours, if necessary.

_____10. If you should fall out of a boat, remember to climb back at the bow or stern.

_____11. When walking on a country road you should face traffic.

_____12. It is better to play baseball in the street than in a yard where you may break a window.

_____13. It is all right to enter a field or pen where a bull is loose if he is said to be "tame."

_____14. Both rivers and oceans may have currents and undertows dangerous to swimmers.

_____15. Only the driver should ride a tractor.

Projects

1. Plan a vacation bulletin board. Divide it into sections according to different vacation activities; use pictures. For each section include a "Think for Safety" list.

2. Ask a lifeguard or swimming coach to talk to your class about swimming safety.

3. Arrange for a panel of boy and girl scouts and campfire girls to talk about safety in the woods.

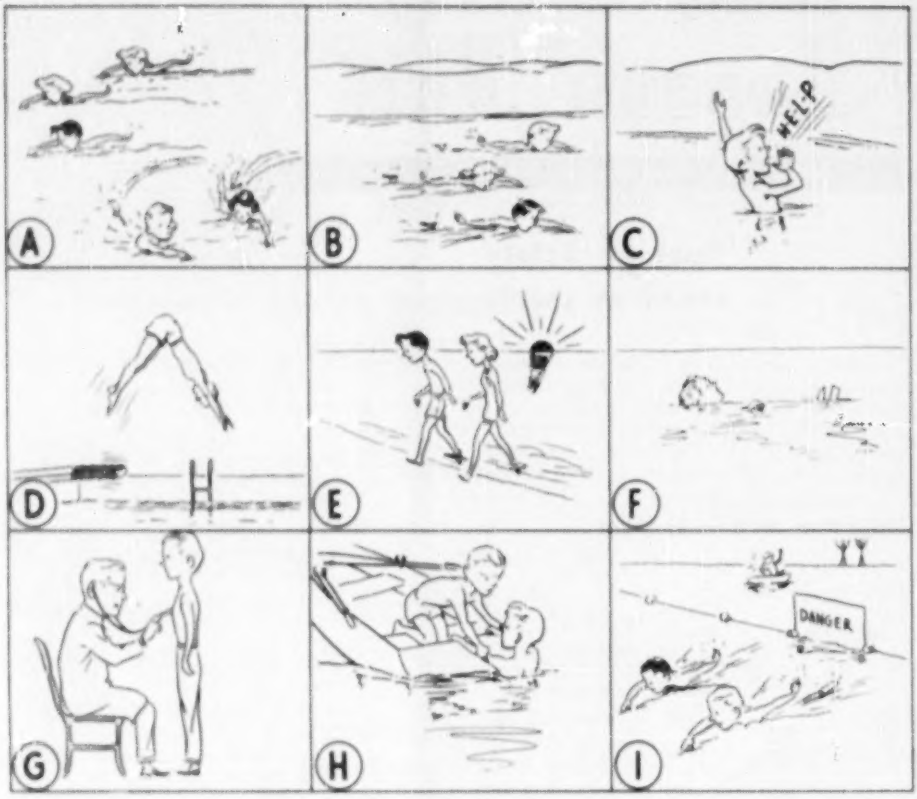
Answers to "Vacation Activities Test"—1. F, 2. T, 3. F, 4. F, 5. T, 6. F, 7. T, 8. F, 9. T, 10. T, 11. T, 12. F, 13. F, 14. T, 15. T.

Answers to "Think When You Swim"—1. G, 2. B, 3. D, 4. E, 5. C, 6. A, 7. I, 8. F, 9. H.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y., and Forrest E. Long, professor of education, New York University, New York, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Think When You Swim

Copy and—
In the blank before each swimming hint, write the letter of the picture that illustrates it.



1. Before learning to swim it is advisable to have a medical examination.
2. Always swim with friends; never alone.
3. Don't dive into unknown waters. Know the depth and bottom where you dive.
4. Get back to shore while it is still light; never swim when it is dark.
5. Don't call for help as a joke because it may mean your calls for help will be ignored when you really need help.
6. Don't swim beyond your strength. Start back before you are tired.
7. Swim where there is a lifeguard and heed his warning whistle.
8. When a swimmer is tired he can rest by floating.
9. Try a swimming rescue only if you are an experienced swimmer and then only as a last resort. Rescue by boat, pole or rope has proved best.

May, 1951

Junior High Safety Lesson Unit

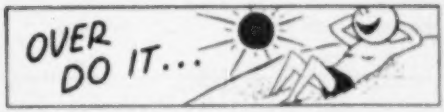
SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, physical education, guidance and homeroom

Sketch S9059A

It's Worth Repeating—Safety

VACATION SAFETY



What's Wrong with These Vacation Procedures?

Copy and—
Write correct answers.

1. Taking refuge from a storm under an isolated tree.

2. Getting a heavy suntan the first few days.

3. Feeding the animals in a national park in spite of sign warnings against doing so.

4. Building a *big* campfire.

5. Wearing low shoes on hiking trips through the woods.

6. Trying to swim for shore if your boat has capsized.

7. Changing seats in a boat.

8. Ducking others in the water.

9. Putting a loaded gun into a car.

10. Approaching horses or other farm animals from the rear.

Vacation Projects

1. Make a list of three places at which you someday would like to spend your vacation. List three safety suggestions for each place.

2. List safety suggestions for a city youth spending a vacation on a farm.

3. Ask someone who is a good gardener to tell your class about gardening as a vacation hobby, mentioning suggestions for safety in gardening.

4. Arrange a "Vacation Safety Bee." Two teams are lined up as in a spelling bee. The teacher or student in charge names a vacation hobby or activity. When the activity is mentioned, the contestant must give a safety hint for it. If he does not give an appropriate safety hint within the allotted time he must sit down and the question goes to the other side. The teacher continues asking for safety hints for the same activity. Contestants may not repeat hints that have been given previously for that activity. When the teacher feels all important safety hints have been given, he mentions a new vacation hobby or activity. The side which has more members standing at the end of the "bee" is the winner.

Answers to "What's Wrong with These Vacation Procedures?"—1. Lightning is more likely to strike an isolated tree or building than a grove of trees or group of buildings. 2. A severe sunburn may result; it is wise to get one's suntan in small doses at the beginning of the season. 3. Many animals apparently tame may bite, scratch or trample campers in better for conditions. 4. A big campfire may get out of hand; besides a small campfire is better for cooking. 5. In case one should step on a snake, high shoes might prevent a snake bite. 6. Many persons are drowned because they do not turn onto the boat and wait for help instead of attempting a swim that may be beyond their endurance. Boats will support persons for long lengths of time. 7. Boats tip over easily and changing seats may cause the boat to be upset. 8. People have been drowned because of horseplay in the water. 9. The movement of the car may discharge the gun accidentally. 10. Animals may be startled if they are approached from the rear and may kick. (Other answers may be correct; only one answer is given here.)

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Know How to Enjoy Your Vacation
(and stay alive to tell about it!)

Copy and—
Fill in blanks.

If You Go Swimming

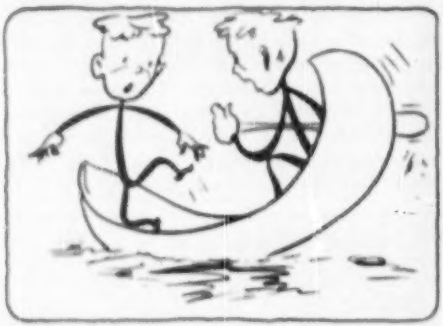
1. Swim in company with others so you can get or give _____ if necessary. Remember that long swims are for experts only, accompanied by a _____.

2. Relax on the beach for at least an hour after you have eaten. Going into the water too soon is _____. If you're tired or overheated _____ go swimming.

3. Know where you are diving. Look for hidden _____ or logs before you take off.

4. Give the beginner a break. A playful push could cost him not only his balance, but his _____ as well.

5. If someone is in distress, try to reach him by _____ or hold something he can grasp. Attempt rescue by _____ only as a last resort.



If You Go Boating

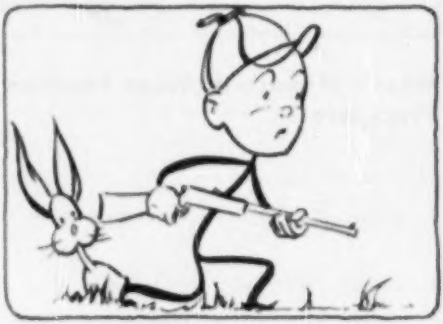
1. Canoes, rowboats and small power boats are safe fun if you know how to handle them and how to _____.

2. A small boat that's _____ or out of balance can tip over, and that is especially true of a canoe. Remind passengers to step into the _____ and, once seated, to stay there. Changing _____ or standing up in any small craft is asking for trouble.

3. If a boat capsizes, stay with it and wait for _____. If someone falls overboard, grab him or throw him a _____ or life preserver.

4. A fire can turn a pleasant ride into a tragedy. So if your boat carries a motor, be careful not to spill _____ or _____.

5. If a storm is brewing, better _____ that boat trip. If a storm comes up when you're on the water, head for _____.



If You Go Hunting

1. Keep yourself from being a target, wear something _____.

2. Be sure to use shells that _____ the chamber of your gun. Don't use modern ammunition in _____ guns.

3. Keep the gun on _____ until you raise it to shoot. Remember that dropping or jolting your gun can dislodge the _____. Keep the _____ clean.

4. If you have companions, walk abreast. Point your gun _____ from the other fellows.

5. _____ your gun and put it through the fence before you climb over or through. Never _____ at anything you can't see clearly.

Unload and take down your gun as you reach the car. If you don't travel by car, take down your gun before you leave the hunting site.

Answers to "Know How to Enjoy Your Vacation"—Swimming—1. help, boat; 2. dangerous, dos'; 3. rocks; 4. life; 5. boat, swimming, boating—1. swim; 2. overloaded, center, men; 3. help, rope; 4. gasoline, oil; 5. peppermint, shoes. Hunting—1. red; 2. be, old; 3. safety, safety, muzzle; 4. away; 5. Unload, shoot.

Answers to "If You Are Going by Car"—1. brakes, lights, mirror, 2. defective part or car; 3. slow; 4. obstructed, 5. mistake; safe; 6. stop, 7. oil; 8. broken, lock; signal; 9. sleepy or tired; judgment; 7. stop; carelessness; 8. accident; signal; wrong; worse.

Senior High Safety Lesson Unit

May, 1951

Sketch S9059A

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

It's Worth Repeating—Safety

VACATION SAFETY

If You Are Going by Car

Copy and—
Fill in blanks.

1. Check your car before you start on a trip. Have your _____ tested. Be sure that your _____ and battery are in good condition.

2. Pack your car so that your rearview mirror is not _____. Experienced travelers have learned to "travel light." Don't overload your car—overloading makes a car more likely to break down and makes _____ more difficult.

3. Enjoy your vacation; don't speed through it. Record enjoyment not record _____ should be your goal. Plan your trip so that you will have time to drive at _____ speeds and really see the countryside.

4. Have you ever ridden with people who never have time to stop to see interesting places or beautiful scenic views along the way? Plan your trip so that you will have time to _____ the car, get out and see the sights.

5. Park your car safely. Park _____ the roadway where other motorists won't run into your car. Put on your _____; curb your wheels correctly if your car is on a hill; _____ the car if you leave it. If you must make an emergency stop on a roadway, use a flare or flashing light or have someone stand a distance down the highway to _____ motorists of the danger of the stopped car. If it is night, that person must have a flashlight.

6. Every day accidents occur because drivers are not in "top-notch" condition for driving. When you are _____, stop for a rest or stop for the night. Remember that even one drink impairs a driver's _____.

7. Although you may lose a few minutes' time by doing so, it pays to heed railroad crossing warnings. A flashing red light means _____. One common cause of grade crossing accidents is the _____ of the driver who waits for one train to pass on a double track crossing and then starts directly into the path of another locomotive.

8. The courteous driver not only is less likely to have an _____ on his vacation, but he is also more likely to enjoy his trip. The driver who fails to _____, drives in the _____ lane, _____ in and out of traffic, or otherwise annoys and endangers other motorists, may encounter their justifiable ire or an unpleasant time with an officer of the law.

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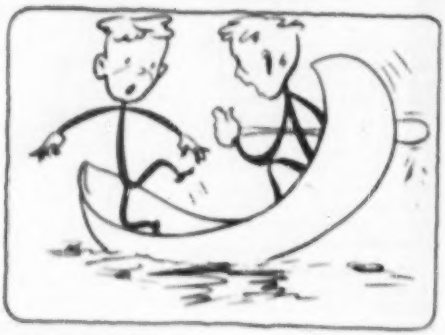

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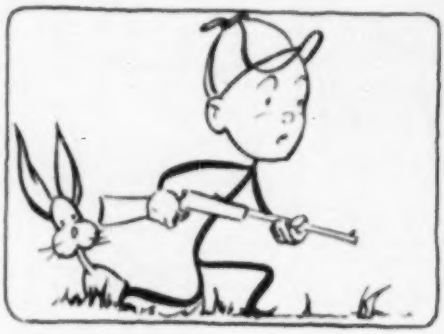

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3. Keep the gun on _____ until you raise it to shoot. Remember that dropping or jolting your gun can dislodge the _____. Keep the _____ clean.

4. If you have companions, walk abreast. Point your gun _____ from the other fellows.

5. _____ your gun and put it through the fence before you climb over or through. Never _____ at anything you can't see clearly.

Unload and take down your gun as you reach the car. If you don't travel by car, take down your gun before you leave the hunting site.

Answers to "Know How to Enjoy Your Vacation"—Swimming—1. help, rope. 2. digestion, off. 3. safety, monitor. 4. life, boat. 5. dangerous, don't. 5. risks. 6. life preserver. Boating—1. swim. 2. overloaded, center. 3. away. 4. Federal, about.

Views and Reviews

(Continued from page 18)

for a complete course in driver education. . . . However, it will also serve as a source of information and give guidance, direction, references and sources for materials on this subject to schools that offer only classroom instruction. . . ."

BICYCLE SAFETY MANUAL. 16 pp. Illustrated. Santa Fe, N. M.: State Department of Education. 1950.

Charles L. Rose, state superintendent of public instruction, gives the purpose of this bulletin—". . . to serve as a guide for those responsible for safety instruction in the schools and any others who have the opportunity of teaching boys and girls safe bicycle practices."

The book contains the necessary information for an organized bicycle safety program in the school and community, and it may be used by individual bike riders.

DRIVER EDUCATION AND TRAFFIC SAFETY IN NEBRASKA HIGH SCHOOLS. Revised. Prepared under the supervision of Leroy Ortgiesen, supervisor of secondary education. 47 pp. Illustrated. Lincoln, Neb.: Nebraska Department of Public Instruction. 1951.

The suggestions and recommendations in this guide are not intended as the complete answer to conducting a high school driver education program, but they are sufficiently detailed to be of considerable assistance in organizing such a program. Both classroom instruction and practice driving are considered.

SAFE USE OF ELECTRICAL EQUIPMENT. National Commission on Safety Education and National Science Teachers Association. 35 pp. Illustrated. Washington, D. C.: National Education Association. 1951. Single copy, 50 cents.

According to the authors, this bulletin "was prepared to help high school science teachers instruct students in the safe and proper use of electrical equipment . . . ; it is not intended as a teaching unit."

It points out possible hazards in the use of household electrical equipment; it tells what safeguards are needed for protection against these hazards; and it gives precautions for using the various types of electrical appliances, etc. It also contains demonstration suggestions for teachers and a true and false test for students. Amusing cartoon-type illustrations point up the well presented text matter.

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SQUASH RACQUETS. Walter Debany. 62 pp. Illustrated. New York, N. Y.: A. S. Barnes and Co.; and Toronto, Ontario, Can.: The Copp Clark Co., Ltd. 1950. $1.50.

BASEBALL TECHNIQUES ILLUSTRATED. Ethan Allen. Designed and illustrated by Tyler Micoleau. 96 pp. New York, N. Y.: A. S. Barnes and Co.; and Toronto, Ontario, Can.: The Copp Clark Co., Ltd. 1951. $1.50.

RHYTHMS IN ELEMENTARY EDUCATION. Elizabeth L. Schon and Emma Lou O'Brien. 247 pp. Illustrated. New York, N. Y.: A. S. Barnes and Co.; and Toronto, Ontario, Can.: The Copp Clark Co., Ltd. 1951. $3.50.

Technical accuracy in all three of these books meets the exacting educational standards of the publishers. And the safety content, although not specially emphasized, is present to the extent that the right way is the safe way.

WYOMING MANUAL FOR SAFETY EDUCATION IN ELEMENTARY GRADES—*A Guide for Administrators and Teachers.* 89 pp. Illustrated. Cheyenne, Wyo.: State Department of Education. 1950.

Of this book and its purpose, Edna B. Stolt, state superintendent of public instruction, says in the foreword:

"The schools of Wyoming are concerned with helping boys and girls meet successfully the challenges of modern living. It is imperative that we include safety education in the school curriculum . . ."

The book provides the necessary safety education to do just that. It is authoritatively written and surprisingly detailed for its broadness of scope and number of pages.

An excellent, comprehensive, annotated bibliography is also included in the guide, but it would stand some minor corrections on pages 64 and 65. The listing of the National Safety Council's Safety Education Data Sheets has been split up so it reads from numbers 21 to 39 without a heading and then under the proper heading runs from numbers 1 to 20. Also, data sheet number 35 should read "Poisonous Reptiles" not "Poisonous Plants," which is number 8.

CONTEMPORARY HOUSES DEVELOPED FROM ROOM UNITS. Technical Series — Index Number C2.2R. Edited by Maxine H. Kennedy. 62 pp. Illustrated. Urbana, Ill.: Small Homes Council U. of Ill. 1951. $1.00.

This book is the result of a study in house planning by the Small Homes council under a research grant given to the university by the Lumber Dealers Research council.

The book concisely describes (and shows floor plans) how to get the most for the money by eliminating waste-space; materials, and labor; and how to build a house which fits the family needs and the requirements of the site.

These objectives, according to the report, can be gained through "unit planning."

Since the book is not a safety study, safety as such is not mentioned, but is inherent in any efficient building design. For example, in all the many variations of house design, emphasis is on adequate closet and storage space—a definite safety feature.

Sufficient (safe) space is also allowed for in every furniture arrangement so that traffic lanes are unobstructed. And in many of the house plans the service yard (either partially walled or courtyard type) is situated so children may be supervised either from the living room or kitchen.

Safety Patrol Reviews

(Continued from page 11)

a lifeguard committee, a luncheon committee, and a clean-up committee.

Service clubs are often willing to help in this social aspect of our program. Even commercial companies may wish to donate food for the occasion. Whether gifts will be accepted from them or not is a matter settled by the individual community.

Our review is colorful, fast-moving, efficient, and well publicized, and, therefore, attracts many important public officials and business men. We number amongst our audience state assemblymen, superintendents of schools, county supervisors, mayors, representatives from large automobile associations, state highway patrol officers, and chamber of commerce members. This distinguished audience is encouraging to our youngsters who are the future citizens of our country.

We are very careful to check with these special guests the day before the review to make sure that they will attend. We compile a list of persons to be introduced. This list includes both first and last names, titles, and affiliations—to facilitate proper introductions.

Special invitation cards are sent to our honored guests. They are instructed to identify themselves by turning in their cards to the gate guard who, in turn, conducts them to their seats in the reviewing stand. The guard then hands these identity cards to the reviewing officer so that proper introductions may be made.

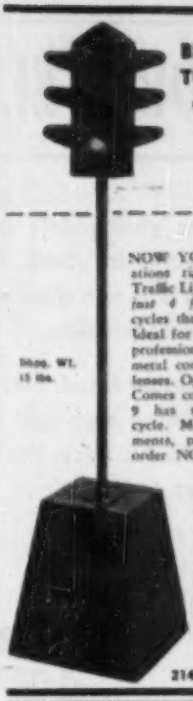
We plan the musical part of our program well in advance so that ample time is allowed for all school bands to perform.

The party that follows the review is in the nature of a reward for the fine service given by patrol members during the entire year.

A not-to-be-forgotten part of the advance planning program is newspaper publicity. We give the newspapers plenty of material and we have found them co-operative.

Another "must" on our list of necessary arrangements is the provision of an adequate public address system.

There are two important follow-up tasks to a school safety review—one is to assemble complete and detailed information on how this year's review was staged, including an evaluation of it, and "finis" may be written when "thank you" letters have been sent to all participating—to everyone who in any way helped make the review a success.



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- CAUTION FLAGS
- RAINWEAR
- ARMBANDS
- RUBBER FOOTWEAR
- and the Corporal Digby Safety Sentinel

Widely used adjustable safety patrol belts in white web or white or yellow plastic. All hardware is of rustproof nickel, and the entire belt is easily cleaned and adjustable.

GRAUBARD'S

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Bathroom hazards (Safety education data sheet—No. 49). Dec., 17.
Cleveland parochial safety plan (Sister Mary Adelma and Sister Mary Eugenia). Dec., 6.
General safety (Safety lesson unit — High). Sept., 28.
Protective equipment (Safety lesson unit—High). Nov., 28.
Summer job: laborers, home yard, service stations (Safety education data sheet—No. 54). May, 19.
Use your hands for safety (Safety lesson unit—Elementary). Mar., 23.
Home safety (Safety lesson unit — Elementary). Dec., 23.
Home safety (Safety lesson unit—High). Dec., 27.
Horowitz, Tillie
What makes a safety patrol? Apr., 14.
Hotels
Holiday from fire! May, 1.
Housekeeping
Safety in the general metals shop (Safety education data sheet — No. 50). Jan., 16.
Safety in the machine shop (Safety education data sheet—No. 53). Apr., 15.
How safety became a top interest (Hazard). Oct., 34.
Howard, Ralph
New appointment. Mar., 34.
Howie, George W.
Effective protection for school crossings. Feb., 16.
Hunt, De Witt
Special areas safety education. Feb., 31.
Hunting, See Firearms.

I

Industrial safety—Courses
Fall courses (Safety notes). Nov., 31.
Inspection
ASSE and schools co-operate (Zinn). May, 7.
Safety in college dormitories (James). Jan., 39.
School safety (Safety lesson unit—High). Jan., 29.
An inspector notes infractions of safety regulations (Leonard). Mar., 6.

J

James, H. W.
Safety in college dormitories. Jan., 1.
Jester, C. L.
Safety patrols protect Tulsa pupils. Oct., 9.
Jewell, Ruth
Bicycle training in Oak Ridge. Mar., 19.
Jointers
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 15.
Jones, Paul
Freak squeaks of 1950. Feb., 4.
Jones, Robert
Evaluating the school safety patrol. Dec., 19.
Journalism saves lives (Beahow and Reeves). Sept., 31.
Junior high accident summary (Spadafora). Mar., 3.
Junior teaches how to lift the safe way . . . the easy way (Beckett). Nov., 7.

K

Kaphingst, Arthur
Gateway to safety (Safety notes). Dec., 34.
Keeping the school plant safe (Rhodes). Dec., 4.
Keiffer, Mildred
Pupils evaluate driver education. Oct., 13.
Kerr, Orville
Community safety through the school safety patrol. Nov., 6.
King, Walter G.
Goggle king honored (Safety notes). Nov., 31.
Kites
Go fly a kite! Apr., 19.
Kramer, Milton D.
Kramer transported (Safety notes). Nov., 31.

L

Labor and education co-operate (Martin). May, 18.
Laboratories
Special areas safety education (Hunt). Feb., 34.
Landis, Paul E.
Students ask the questions. Feb., 7.
Lathes
Safety in the general metals shop (Safety education data sheet — No. 50). Jan., 18.
Safety in the machine shop (Safety education data sheet—No. 53). Apr., 31.
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 18.
The leading cause (Spadafora). Sept., 12.

Leonard, W. C.
An inspector notes infractions of safety regulations. Mar., 6.
Safety in the farm shop. Nov., 2.
Lesson unit themes, 1950-51. Sept., 31.
Lesson units—Elementary
1950-1951. Sept., 23-May, 23.
1950-1951. Themes. Sept., 31.
1951-1952. Themes and illustrations, April, 9.
Lesson units—Secondary
1950-1951. Sept., 27-May, 27.
1950-1951. Themes. Sept., 31.
1951-1952. Themes and illustrations. April, 11.
Let's make this a safe school year (Florio). Nov., 10.
Libraries
Microfilms (Safety notes). Sept., 35.
Lifting
Junior teaches how to lift the safe way . . . . the easy way (Beckett). Nov., 7.
Lighting
There's safety in color (Mason). Jan., 22.
Lofgren, Nils A.
3-way honor roll program. Apr., 2.
Well done! Oct., 11.
Louisville all-school safety exhibits. Apr., 12.
Louks, Donald and Frank W. Pisani
Florida shifts into high. Jan., 10.
Lower elementary accident summary (Spadafora). Jan., 9.

M

Macaluso, Angelo
Re-organizing the SSP. Mar., 10.
Mann, James W.
Attitudes in education. Sept., 7.
Martin, Marion E.
Labor and education co-operate. May, 18.
Mary Adelina, Sister, and Sister Mary Eugenia.
Cleveland parochial safety plan. Dec., 6.
Mary Eugenia, Sister, and Sister Mary Adelina.
Cleveland parochial safety plan. Dec., 6.
Mason, N. A.
There's safety in color. Jan., 22.
Mathews, D. K. and E. D. Michaels
Actually how dangerous is touch football? Feb., 13.
Mental hygiene. See Psychology.
Meyer, Kenneth L.
Protective equipment for high school football. Nov., 12.
Michaels, E. D. and D. K. Mathews
Actually how dangerous is touch football? Feb., 13.
Milling machines
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 17.
Safety in the machine shop (Safety education data sheet—No. 53). Apr., 16.
Mills, F. C.
Safe scout retires (Safety notes). Nov., 18.
Mines
Unauthorized play spaces (Safety education data sheet—No. 48). Nov., 13.
Mortisers
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 32.
Motion pictures. See Visual aid reviews; Visual education.
Motor vehicles
Driver education must now make good (Trabue). Feb., 10.
Driver education pays off (Safety notes). Nov., 19.
General safety (Safety lesson unit—High). Sept., 28.
Reckless driving (Safety notes). Mar., 40.
See also Drivers and driving; School Buses.
Murder on wheels (Whittier). Dec., 14.

N

National boys and girls week (Safety notes). Mar., 36.
National Education Association.
Eaves elected to new position (Safety notes). Oct., 40.
School safety meeting (Safety notes). Mar., 34.
National Safety Council
Anniversary (Telford) (Safety notes). Dec., 31.
Are you coming? (Congress). Sept., 4.
Election returns (Safety notes). Nov., 19.
Green Cross song fest (Safety notes). Mar., 35.
Microfilms (Safety notes). Sept., 35.
NSC college-university services (Corbally). Jan., 6.
Statement of the ownership, management and circulation, etc. (Safety Education). Nov., 36.
39th National Safety Council Congress plans (Safety notes). May, 15.
The time, the place, the program. (Congress). Oct., 5.
NSC college-university services (Corbally). Jan., 4.
The need for school accident reports (Spadafora). Nov., 4.
Nelson, Sylvia
Our community and safety. Nov., 5.
Neuenschwander, W. L.
Akron plan of driver education. Mar., 8.
New investment in safety (Griffin and Sielski). May, 3.
A new wrinkle in safety education (Zaun). Nov., 1.
Newspaper activities
Attitudes and education (Stack). Jan., 6.
Neyhart, Amon E.
Training aids add zest. Sept., 9.

O

Osborne, Maurice G.
Five million a day. Dec., 12.
Our community and safety (Nelson). Nov., 5.
Ovens—School Shop
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 34.

P

Parent—teacher activities
Rolling to safety (Van Delinder). Dec., 10.
Pedestrian safety (Safety lesson unit—Elementary). Sept., 25; Jan., 25.
Pedestrian safety (Safety lesson unit—High). Apr., 27.
Pedestrians
Effective protection for school crossings (Howie). Feb., 16.
A new wrinkle in safety education (Zaun). Nov., 1.
Our community and safety (Nelson). Nov., 5.
Pedestrian safety (Safety lesson unit—Elementary). Sept., 25; Jan., 25.
Pedestrian safety (Safety lesson unit—High). Apr., 27.
Ponta-san directs traffic. Part I, Sept. 20; Part II, Oct., 20; Part III, Nov. 20.
Pupil pedestrian preparations (Holloway). Dec., 2.
Rochester safety patrol panel (Smith). Jan., 14.
Rolling to safety (Van Delinder). Dec., 10.
Safety patrols protect Tulsa pupils (Jester). Oct., 9.
10,000 good deeds a day (Costigan). Apr., 5.
Pencils
La Fayette (school) still active (Safety notes). Dec., 32.
Philosophy
Traffic safety and the machine age (Williams). Mar., 31.
Pilo, Herbert E.
Are shop teachers liable? May, 13.
Planers
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 17.
Safety in the machine shop (Safety education data sheet—No. 53). Apr., 16.
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 16.
Play safety (Safety lesson unit—Elementary). Feb., 23.
Playground safety (Safety lesson unit—Elementary). Nov., 23.
Playgrounds
Georgians work together (Coleman). Apr., 17.
Playground safety (Safety lesson unit—Elementary). Nov., 23.
Rolling to safety (Van Delinder). Dec., 11.
Summer playgrounds (Safety notes). Apr., 36.
Plays
Radio script safety program. Sixth grade pupils' effort (Franklin School, La Crosse, Wis.). Oct., 38.
Safety play (Safety notes). Dec., 34.
A visit to safety town. Primary level (Views and reviews) (O'Hara). Dec., 35.
Police
A new wrinkle in safety education (Zaun). Nov., 1.
Ponta-san directs traffic. Part I. Sept., 20.
Story behind Ponta-san. Nov., 21.
Ponta-san directs traffic. Part I, Sept., 20; Part II, Oct., 20; Part III, Nov., 20.
Posters
AAA poster contest (Safety notes). Mar., 36.
Louisville all-school safety exhibits. Apr., 12.
Ready — Aim — Fire! (Safety notes). Nov., 32.
Power presses
Safety in the general metals shop (Safety education Data Sheet — No. 50). Jan., 34.
Protective equipment for high school football (Meyer). Nov., 12.
Protective equipment (Safety lesson unit—High). Nov., 27.
Psychology
Attitudes and driving (Schneider). Mar., 12.
Attitudes and education (Stack). Jan., 5.
Attitudes in education (Mann). Sept., 7.
Pupil pedestrian preparations (Holloway). Dec., 2.
Traffic safety and the machine age (Williams). Mar., 33.
Strasser, M. K.
What is an attitude? Apr., 3.
Public safety
10,000 good deeds a day (Costigan). Apr., 5.
Publicity. See Exhibits; Newspaper activities; Radio broadcasting activities.
Pupil pedestrian preparations (Holloway). Dec., 2.
Pupils evaluate driver education (Keiffer). Oct., 13.

R

Radio broadcasting activities
Community safety through the school safety patrol (Kerr). Nov., 6.
Green Cross song fest (Safety notes). Mar., 35.
How safety became a top interest (Hazard). Oct., 34.
Radio script safety program (Sixth grade pupils' effort) Franklin School, La Crosse, Wis.). Oct., 38.
Roy Rogers safety award. Dec., 22.
Safetyateers (Safety notes). Mar., 35.
Santa visits radio station (Graham). Dec., 1.
See also Plays.
Radio broadcasting activities—Personalities
Roger's reward (Safety notes). Nov., 18.
Railroads
Gateway to safety (Safety notes). Dec., 34.
Pedestrian safety (Safety lesson unit—Elementary). Jan., 23.
Smart snake stops, listens, looks! Mar., 4.
Unauthorized play spaces (Safety education data sheet—No. 48). Nov., 13.
Reeves, J. Murphy and Spencer D. Benbow
Journalism saves lives. Sept., 31.
Re-organizing the SSP (Macaluso). Mar., 10.
Report on Sheridan school patrol (Crawford). May, 12.
Research
Audio-visual research (Safety notes). Nov., 19.

Rewards
Rogers' reward (Safety notes). Nov., 18.
Roy Rogers safety award. Dec., 22.
Rewards—National Safety Council
3-way honor roll program (Lofgren). Apr., 2.
Well done! (Lofgren). Oct., 11.
Rhodes, V. Harry
Keeping the school plant safe. Dec., 4.
The right to life (Sister Rose Bernadette). Apr., 1.
Rochester safety patrol panel (N. Y.) (Smith). Jan., 14.
Rolling to safety (Van Delinder). Dec., 10.
Rose Bernadette, Sister
The right to life. Apr., 1.
Rose, John S.
He looked like a deer! Sept., 5.

S

Safety education data sheets:
Bathroom hazards. No. 49. Dec., 16.
Highway driving: rules, precautions. No. 52. Mar., 14.
Safety in pupil excursions. No. 51. Feb., 17.
Safety in the general metals shop. No. 50. Jan., 15.
Safety in the machine shop. No. 53. Apr., 15.
Safety in the woodshop. No. 46. Sept., 13.
School fires. No. 47. Oct., 15.
Summer jobs: laborers, home yard, service stations. No. 54. May, 19.
Unauthorized play spaces. No. 48. Nov., 13.
Safety in college dormitories (James). Jan., 1.
Safety in pupil excursions (Safety education data sheet—No. 51). Feb., 17.
Safety in the farm shop (Leonard). Nov., 2.
Safety in the general metals shop (Safety education data sheet—No. 53). Apr., 15.
Safety in the machine shop (Safety education data sheet—No. 53). Apr., 15.
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 13.
Safety movement
Audio-visual research (Safety notes). Nov., 19.
Bus safety comics . . . (Safety notes). Nov., 18.
Labor and education co-operate (Martin). May, 18.
Steinberg, educator, appointed (Safety notes). Nov., 31.
Who was first? (Wyman). May 10.
Safety movement—Foreign
Ponta-san directs traffic. Part I, Sept., 20; Part II, Oct., 20; Part III, Nov., 20.
Skolierpatrolles geregistreer ("scholar patrols") (Safety notes). Apr., 34.
Safety notes. Sept., 35; Oct., 39; Nov., 18; Dec., 31; Jan., 32; Feb., 38; Mar., 34; Apr., 34; May, 15.
Safety patrols protect Tulsa pupils (Jester). Oct., 9.
Safety rally (Safety notes). Apr., 34.
Safety savings
Roger's reward (Safety notes). Nov., 18.
Safety stunts
The highway five. Jan., 20.
Murder on wheels (Whittier). Dec., 14.
Safety rally (Safety notes). Apr., 34.
Safetyateers (Safety notes). Mar., 35.
Sanders
Safety in the woodshop (Safety education data sheet No. 46). Sept., 32.
Santa visits radio station (Graham). Dec., 1.
Saws
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 18.
Safety in the machine shop (Safety education data sheet—No. 53). Apr., 32.
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 16.
Schneider, N. O.
Attitudes and driving. Mar., 12.
School accidents: 1949-1950 (Spadafora). Dec., 8.
School and community co-operation (Fuller). Nov., 16.
School buildings. See Buildings—School.
School buses
Bus safety comics (Safety notes). Nov., 18.
Five million a day (Osborne). Dec., 12.
School and community co-operation (Fuller). Nov., 16.
School fire safety (Fleming). Jan., 13.
School fires (Safety education data sheet—No. 47). Oct., 15.
School safety meeting (Safety notes). Mar., 34.
School safety (Safety lesson unit—High). Jan., 27.
School shops. See Vocational education.
Schools—Elementary
Attitudes in education (Mann). Sept., 7.
Cleveland parochial safety plan (Sister Mary Adelma and Sister Mary Eugenia). Dec., 6.
Community safety through the school safety patrol (Kerr). Nov., 6.
Everybody out! (Butler). Jan., 12.
For a second year—two out of five (Spadafora). Oct., 31.
Georgians work together (Coleman). Apr., 17.
La Fayette (school) still active (Safety notes). Dec., 32.
The leading cause (Spadafora). Sept., 12.
Lesson unit themes. 1950-51. Sept., 31.
Louisville all-school safety exhibits. Apr., 12.
Lower elementary accident summary (Spadafora). Jan., 9.
A new wrinkle in safety education (Zaun). Nov., 1.
Our community and safety (Nelson). Nov., 5.
Report on Sheridan school patrol (Crawford). May, 12.
Roy Rogers safety award. Dec., 22.
Safety flags fly over public schools (Safety notes). Apr., 35.
Safety in pupil excursions (Safety education data sheet—No. 51). Feb., 17.
Safety patrols protect Tulsa pupils (Jester). Oct., 9.
School accidents: 1949-1950 (Spadafora). Dec., 8.
School fires (Safety education data sheet—No. 47). Oct., 15.
School safety: Chicago. Apr., 35.
Summer accidents (Spadafora). May, 9.
Upper elementary accident summary (Spadafora). Feb., 15.
Vacation safety (Safety lesson unit—Elementary). May, 23.
Who was first? (Wyman). May, 10.
Schools—High
Are shop teachers liable? (Pilo). May, 13.
ASSE and schools co-operate (Zinn). May, 7.
Don't smash that grill! (Brady). Nov., 9.
Driver education expands (Safety notes). Nov., 19.
For a second year—two out of five (Spadafora). Oct., 31.
General safety (Safety lesson unit—High). Sept., 28.
Georgians work together (Coleman). Apr., 17.
How safety became a top interest (Hazard). Oct., 34.
Journalism saves lives (Benbow and Reeves). Sept., 31.
Junior high accident summary (Spadafora). Mar., 3.
The leading cause (Spadafora). Sept., 12.
Let's make this a safe school year (Florio). Nov., 10.
Louisville all-school safety exhibits. Apr., 12.
Murder on wheels (Whittier). Dec., 14.
Protective equipment for high school football (Meyer). Nov., 12.
Pupils evaluate drivre education (Kriffer). Oct., 13.
Safety in the farm shop (Leonard). Nov., 2.
School accidents: 1949-1950 (Spadafora). Dec., 8.
School safety: Chicago. Apr., 35.
School safety meeting (Safety notes). Mar., 34.
School safety (Safety lesson unit—High). Jan., 28.
Senior high accident summary (Spadafora). Apr., 6.
Summer accidents (Spadafora). May, 9.
Teen-age thinking—traffic (Safety notes). Mar., 36.
Training aids add zest (Neyhart). Sept., 9.
Typing—Texas style (Safety notes). Nov., 31.
See also Drivers and driving.
Schools—Parochial
Cleveland parochial safety plan (Sister Mary Adelma and Sister Mary Eugenia). Dec., 6.
Reckless driving (Safety notes). Mar., 40.
The right to life (Sister Rose Bernadette). Apr., 1.
Science. See Laboratories.
School safety patrols
Community safety through the school safety patrol (Kerr). Nov., 6.
Effective protection for school crossings (Howie). Feb., 16.
Evaluating the school safety patrol (Jones). Dec., 19.
Patrol goes collegiate (Safety notes). Dec., 31.
Re-organizing the SSP (Macaluso). Mar., 10.
Report on Sheridan school patrol (Crawford). May, 12.
Rochester safety patrol panel (Smith). Jan., 14.
Rolling to safety (Van Delinder). Dec., 11.
Safety patrols protect Tulsa pupils (Jester). Oct., 9.
Santa visits radio station (Graham). Dec., 1.
School safety patrol reviews (Seidel). May, 11.
Skolierpatrolles geregistreer in South Africa (Safety notes). Apr., 34.
To be or not to be? (Safety notes). Nov., 34.
What makes a safety patrol? (Horowitz). Apr., 14.
School safety patrol reviews (Seidel). May, 11.
Scowcroft, Walter
Fire department teaches fire prevention. Oct., 1.
Seasonal hazards. See Fall; Summer; Water safety; Winter.
Seidel, Vaughn D.
School safety patrol reviews. May, 11.
Senior high accident summary (Spadafora). Apr., 6.
Shapers
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 17.
Safety in the machine shop (Safety education data sheet—No. 53). Apr., 16.
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 18.
Shears
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 19.
Siebki, Matthew C. and J. J. Griffin
New investment in safety. May, 3.
Signs
Everybody out! Butler). Jan., 12.
Portable stop sign (Safety notes). Apr., 36.
Safety rally (Safety notes). Apr., 34.
Wooden "patrolmen" effective (Safety notes). Apr., 36.
Signs—Traffic. See Street traffic.
Smart snake stops, listens, looks! Mar., 4.
Smith, Edwin S.
Rochester safety patrol panel. Jan., 14.
Snakes
Smart snake stops, listens, looks! Mar., 4.
Soldering
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 34.
Songs
Green Cross song fest (Safety notes). Mar., 35.
Spadafora, Jennie
For a second year—two out of five! Oct., 31.
Junior high accident summary. Mar., 3.
The leading cause. Sept., 12.
Lower elementary accident summary. Jan., 9.

Need for school accident reports. Nov., 9.
School accidents: 1949-1950. Dec., 8.
Senior high accident summary. Apr., 6.
Summer accidents. May, 9.
Upper elementary accident summary. Feb., 15.
Special areas safety education (Hunt). Feb., 31.
Sports
Actually how dangerous is touch football? (Mathews and Michaels). Feb., 13.
Adequate equipment for touch football (Editorial). (Davis). Feb., 34.
Cleveland parochial safety plan (Sister Mary Adelma and Sister Mary Eugenia). Dec., 6.
Football injuries change, too! (Dolan). Sept., 1.
Let's make this a safe school year (Florio). Nov., 10.
Protective equipment for high school football (Meyer). Nov., 12.
Protective equipment (Safety lesson unit—High). Nov., 27.
Special areas safety education (Hunt). Feb., 33.
Sportsmanship (Safety lesson unit—High). Feb., 27.
Vacation safety (Safety lesson unit—Elementary). May, 23.
Vacation safety (Safety lesson unit—High). May, 27.
Sportsmanship (Safety lesson unit—High). Feb., 27.
Stack, Herbert J.
Attitudes and education. Jan., 5.
Steinberg, S. S.
Educator appointed (Safety notes). Nov., 31.
The story behind Punta-san. Nov., 21.
Strasser, Marland K.
Awarded degree, Doctor of Education (Safety notes). Sept., 36.
What is an attitude? Apr., 3.
Street traffic
Effective protection for school crossings (Howie). Feb., 16.
Highway driving rules, precautions (Safety education data sheet—No. 52). Mar., 14.
The highway five. Jan., 20.
A new wrinkle in safety education (Zaun). Nov., 1.
Pedestrian safety (Safety lesson unit—Elementary). Sept., 23.
Play safety (Safety lesson unit—Elementary). Feb., 23.
Punta-san directs traffic. Part I, Sept., 20; Part II, Oct., 20; Part III, Nov., 20.
Portable stop sign (Safety notes). Apr., 36.
Rolling to safety (Van Delinder). Dec., 10.
Traffic safety for Denver school children (Greim). Feb., 9.
Traffic survey (Safety notes). Jan., 32.
Typing—Texas style (Safety notes). Nov., 3.
Vacation safety (Safety lesson unit—High). May, 29.
See also Bicycles; Motor Vehicles; Pedestrians.
Student accidents. See Accident statistics.
Students ask the questions (Landis). Feb., 7.
Summer
Holiday from fire! May, 1.
Summer accidents (Spadafora). May, 9.
Summer jobs: laborers, home yard, service stations (Safety education data sheet—No. 54). May, 19.
Summer safety (Haines). Apr., 7.
See also Vacations; Water safety.
Summer accidents (Spadafora). May, 9.
Summer jobs: laborers, home yard, service stations (Safety education data sheet—No. 54). May, 19.
Summer safety (Haines). Apr., 7.
Swimming. See Water safety.

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Teachers—Courses
Basic course outline in adult driver education (Safety notes). Jan., 32.
Driver and safety education programs (Safety notes). May, 16.
Sebago summer sessions (Safety notes). May, 16.
Teen-age thinking: traffic (Safety notes). Mar., 36.
Telford, Marian
Basic for safety. Apr., 10.
10,000 good deeds a day (Costigan). Apr., 5.
Tennessee
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 32.
Terry, W. J.
Alabama's new superintendent of education (Safety notes). May, 16.
Thanksgiving
Playground safety (Safety lesson unit—Elementary). Nov., 25.
There's safety in color (Mason). Jan., 22.
3-way honor roll program (Lofgren). Apr., 2.
Tischendorf, E. W.
Accident liability of shop teachers. Feb., 1.
Tools
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 17.
Safety in the machine shop (Safety education data sheet—No. 53). Apr., 15.
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 13.
Summer jobs: laborers, home yard, service stations (Safety education data sheet—No. 54). May, 20.
Trabue, Marion R.
Driver education must now make good. Feb., 10.
Traffic safety and the machine age (Williams). Mar., 31.
Traffic safety for Denver school children (Greim). Feb., 9.
Training aids add zest (Neyhart). Sept., 9.
Trends in supervision (Bellack). Mar., 1.

U

Unauthorized play spaces (Safety education data sheet—No. 40). Nov., 13.
United Nations
United Nations education service (Safety notes). May, 15.
Upper elementary accident summary (Spadafora). Feb., 15.
Use your hands for safety (Safety lesson unit—Elementary). Mar., 25.

V

Vacation safety (Safety lesson unit—Elementary). May, 23.
Vacation safety (Safety lesson unit—High). May, 27.
Vacations
Cleveland parochial safety plan (Sister Mary Adelma and Sister Mary Eugenia). Dec., 7.
Holiday from fire! May, 1.
Summer safety (Haines). Apr., 7.
Vacation safety (Safety lesson unit—Elementary). May, 23.
Vacation safety (Safety lesson unit—High). May, 27.
Van Delinder, Mrs. Roy E.
Rolling to safety. Dec., 10.
Views and reviews. A section devoted to safety teaching aids—books and pamphlets, visual aids, magazine articles, etc. 1950-1951. Sept., 39; Oct., 36; Nov., 22; Dec., 35; Jan., 31; Feb., 36; Mar., 38; May, 17.
Visual aid reviews
Farm Bureau Mutual Insurance Co. A closed book. Sound motion picture. Feb., 36.
General Petroleum Co. And then there were four. Dec., 35.
Hamilton Safety Council. Pardon our speed. Oct., 38.
Liberty Mutual Fire Insurance Co. Where's the fire? Sound slide film. May, 17.
National Board of Fire Underwriters. The torch. Sound motion picture. May, 17.
Shell Oil Co. Screw drivers and screw jays. Rescue. Sound motion picture. Jan., 32.
Sporting Arms and Ammunition Manufacturer's Inst. Shooting safety. Sound motion picture. May, 17.
U. S. Department of Agriculture. Smokey bear trailer No. 1 (Once upon a time). Sound motion picture. May, 18.
Young America Films, Inc. Bicycle safety. Sound motion picture. Jan., 31.
Visual education
All aboard for safety (Safety notes). Oct., 39.
Audio—visual research (Safety notes). Nov., 19.
Junior teaches how to lift the safe way . . . the easy way (Beckett). Nov., 7.
Punta-san directs traffic. Part I, Sept., 20; Part II, Oct., 20; Part III, Nov., 20.
Story behind Punta-san. Nov., 21.
Traffic safety film (Safety notes). Apr., 35.
Training aids add zest (Neyhart). Sept., 10.
See also Exhibits; Posters.
Vocational education
Accident liability of shop teachers (Tischendorf). Feb., 1.
Are shop teachers liable? (Pilo). May, 13.
ASSE and schools co-operate (Zinn). May, 7.
Everybody out! (Butler). Jan., 12.
An inspector notes infractions of safety regulations (Leonard). Mar., 6.
Labor and education co-operate (Martin). May, 18.
Safety in the farm shop (Leonard). Nov., 2.
Safety in the general metals shop (Safety education data sheet—No. 50). Jan., 15.
Safety in the woodshop (Safety education data sheet—No. 46). Sept., 13.
Special areas safety education (Hunt). Feb., 32.

W

Watch magazine. Traffic emergency situations presented (Safety notes). May, 15.
Water safety
General safety (Safety lesson unit—High). Sept., 28.
Vacation safety (Safety lesson unit—Elementary). May, 23.
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